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The History of Human Bondage and An Instructional Strategy Resource Guide for Teaching History through the Humanities

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An Instructional Strategy Resource Guide for Teaching History through the
Humanities

By
David L. Insalaco
May 18, 2010

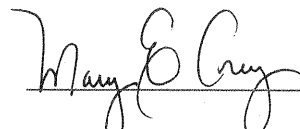
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Master of Science in Education

The History of Human Bondage and
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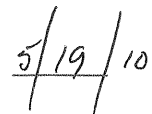
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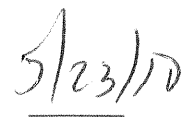
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Introduction

As we examine the past in search of finding meaning to the events that helped create the story of humankind, we are immediately drawn to the parallels of history that shape these stories. Regardless of time period, geographic region, technological innovation, or economic system, our society continues and will continue to fall victim to the same evils that plagued humans since the dawning of the first civilizations. Although some would argue we are more civilized today than at any other point in history, the fact of the matter is that these conclusions are inaccurate. Many of the issues adversely impacting our global community occurred in a paralleling fashion in previous decades or centuries.

A human's willingness to enslave their brethren is synonymous throughout the story of history. An individual's examination of every civilization throughout history will reveal a willingness to exploit others through enslavement. The degree in which some civilization relied on slaves to meet their needs varied, but nonetheless slavery as an institution played and continues to play a prominent role in the story of history.

It is the primary objective of educators to present this story of history to all students in an active, student-centered learning environment. Today's history educators must remove themselves as conveyers of information and become facilitators in the learning process. It is essential for teachers to expose their pupils to learning activities that enable them to investigate the past and formulate their own conclusions through primary sources, newspaper articles, historical fiction and popular culture.

Chapter 1 Historiography

The Institution of Slavery and the Fallacies behind its Definition

As unimaginable as it may seem, slave labor and its inception marked the dawning of the “civilized world”. Initially, nomadic clans met their needs through hunting and gathering utilizing forced labor, according to limited scholarly sources in isolated cases. However, as the world’s climate increased, man found alternative methods for meeting his basic needs. This transformation, known as the Neolithic Revolution, helped establish the first sedentary communities that exercised slave labor to assist in the development and expansion of mans’ economic state. As mans’ intellectual and economic progression continued, the implementation and reliance on slave labor played a fundamental role in developing the modern world on a social, political and economic level.

Despite slavery’s immoral, barbaric and primitive perception possessed by modern man, slavery as an organized social institution provided a solid economic foundation facilitating in the advancements of most civilizations throughout the Eastern and Western worlds. To some historians the advent of slavery as an economic institution served as positive step forward for man and the development of civilization, according to Milton Metzler.¹ In Paleolithic times it was customary for man to kill the warriors they defeated in tribal battles. Relying solely on hunting and gathering as a way of life, these first humans often struggled to kill enough animals to meet their tribal needs. Acquiring slaves and employing them into a nomadic economy would not foster economic efficiency within these Paleolithic communities.

¹ Milton Meltzer, *Slavery a World History* (New York: Plenum Publishing Co., 1993) 1.

As a result of gradual geographic climate changes, man found alternative means to meet their basic needs which no longer required a nomadic lifestyle. Man suddenly began to domesticate animals. On the other hand, women initiated the agricultural revolution, according to most historians, by noticing that seeds scattered near their dwellings grew, thus offering a new food supply. Due to the agricultural revolution serving as the impetus behind the establishment of the first river valley civilizations, Classical and Contemporary Civilizations across the Eastern and Western worlds implemented social, political and economic policies and practices that instituted a ubiquitous “slave” work force helping to cultivate economic prosperity for numerous societies over the course of history.

Man’s adaptations, resulted in man settling in and around suitable river valleys that provided the essential means to support a flourishing population. Along the Euphrates and Tigris, Nile and the Huang He river valleys emerged the world’s first civilizations. These civilizations set precedent for others cultural groups to emulate.

In the early days of these agricultural based societies, the production of a substantial agricultural surplus did not occur regularly for families. As farming techniques gradually improved and agricultural yields began to swell, acquiring slaves for labor intensive jobs became suitable and practical within Mesopotamian, the Nile River Valley and the Yellow River Valley civilizations. Instead of slaughtering their enemies, these victors enslaved their adversaries, forcing various groups into diverging forms of bondage based on these societies’ various geographic conditions, social values and economic position.

Although these primary civilizations became the basis for subsequent civilizations to replicate from a political, social and economic standpoint, articulating a transcultural definition that precisely defines slavery in a universal sense throughout history resulted in diverse, and contradictory scholarly definitions of the term “slavery” and the use of slaves as a form of labor. Examining the etymology of the term “slave”, the root of this word derives from a national name – Slav. Under the leadership of Otto the Great the Germans waged war against the Slavs taking a great number captive, selling them into slavery during the latter half of the Twelfth Century.²

The old Latin word *erūs* as defined in the Old Latin Dictionary as ““man in relation to his servants, master””.³ While the Oxford English Dictionary, according to Robin Blackburn gives the following definition for “slave”: “Person who is the legal property of another or others and is bound to absolute obedience” in addition, the same source defines slavery as “condition of the slave...exhausting labour, drudgery”.⁴ The Oxford English Dictionary’s reference to legal property and harsh working conditions of slaves takes on a modern sense fixated on a New World prospective that emerged out of European descent, while only representing limited aspects of other forms of slavery that existed throughout the stages of history. As social and economic history mutated over the course of time it is essential that the term “slavery” require a suitable denotation specific to the societal perspective in

2 <http://www.etymonline.com/index.php?term=slave>: Internet; accessed 11, April 2006.

3 M.I. Finley, *Ancient Slavery and Modern Ideology* (New York: Viking Press, 1980) 72.

4 Robin, Blackburn, “*Eighteen Defining Slavery-its special Features and Social Role.*” *Slavery and other forms of Unfree Labou* (London: Routledge, 1998) 262.

which the word “slavery” is written. However, too often the institution of slavery is commonly defined, depicted and recognized in a nonspecific manner enabling individuals to formulate a universally false understanding of slavery as an institution.

The paradigm behind the exact definition of “slavery” in terms of a historical concept and/or theme is enlightening and fascinating as scholars attempt to implement “slavery” into orations and prose within the proper context. Meltzer proclaims, “A slave, then is a man who is the property of another”.⁵ A slave defined as property, according to Meltzer’s characterization parallels to owned objects, such as, land, livestock and tools that an individual exclusively holds legal title to possessing, utilizing and disposing of.⁶ Although this definition of slavery is fairly accurate, Meltzer’s definition lacks adequate elaboration when “slavery” is applied to different cultures, environmental factors, political structures and different historical periods.

Meltzer does, however, mention the word “chattle” using it in correlation with slavery, further signifying the dehumanization of individuals within this system. Based on this, Meltzer suggest that enslaved men are under infinite subjugation of their master’s will, compelling those to work based on the authority of the master exercising his power. Conversely, Meltzer states, “A free laborer can quit whenever he chooses, risking only starvation and destitution, while a slave can not.” “A slave is like a tool in the hands of his master”, states Meltzer, and the muscle applied by the

⁵ Meltzer, 3.

⁶ Meltzer, 3.

master, may employ this tool (a slave) in any desirable manner, which is at the core of slavery throughout history.⁷

An initial examination of this topic might compel one to concur with Meltzer's definition of slavery. However, after continuing to immerse oneself in investigating this topic it becomes evident that one could not define slavery with one universal definition. One may reference and/or classify slavery on multiple levels based on the specific geographic conditions, political policies, economic status and social values of a specific civilization during a particular period in history. One must be very careful not to westernize the definition of slavery based on the meaning slavery has grown to embody.

M.I. Finley's chapter on the *Emergence of a Slave Society* complies with Meltzer's definition on some levels. Finley states, "As a commodity, a slave is property" despite the fact that some sociologist and historians have attempted to deny a definition on the basis that a slave is a human being or the owner's rights over the slave are restricted. Finley, however, disagrees and discredits the credibility of these arguments contesting, "...the fact a slave is a human being has no relevance to the question whether or not he is property; it merely reveals that he is peculiar property, Aristotle's 'property with a soul'". Finley confirms, "Roman lawyers defined a slave as someone who was in *dominium* of another; they used the quintessential property-term *dominium*." These western societies of Greece and Rome were not dissuaded by the human qualities when associating slaves to property.⁸ But Finley confirms that

⁷ Meltzer, 4.

⁸ Finley, 73

defining the institution of slavery under a common umbrella is far too extreme.

Slavery, a complex labor system mandates regular redefining based on varying forms of slavery existing in specific societies.⁹

Slavery in essence is an abstract concept that mandates regular redefining when associating it throughout history, due to slavery being applied to various incomparable institutions. Too often, Finley suggest, that faulty classification occurs based on inadequate conceptualization of the institution of slavery. At the Stockholm Historical Congress Finley discovered "...we must not define *doulos* or the Latin *servus* as "slave" because that word too closely mirrors modern Negro slavery where as the ancient slave is an entirely different social type".¹⁰ Although Finley did not obtain reasoning behind this, one may infer that social biases of "western" historians and anthropologist assisted in generating a pseudo-slave definition.

Although slaves in all societies relatively have taken on the apparent perception as the property of slave holders, the belief that a slave was property did not play a role in defining the institution of slavery prior to the advent of the wage-laborers. Slavery acquired a new definition once capitalism came to the forefront as modern societies began to evolve. "Today we automatically contrast slavery with free wage labor", or "with modern ideals of individual autonomy", states Davis.¹¹ In most early societies, free hired labor marginally existed for the most part, confirms Finley.¹² Within both Classical societies of Greece and Rome there is no word to

⁹ Finley, 71.

¹⁰ Finley, 69.

¹¹ David Davis, *Slavery and Human Progress* (New York: Oxford University Press, 1984) 15.

¹² Finley, 68.

express labor and/or laborer in a broad social sense. Finley argues, "Only with the development of capitalism did wage labor emerge as the characteristic form of labor for others". As a result, slaves and free wage-laborers descend to polar opposites of the labor spectrum leading to our current faulty universal classification of slavery as social and economic institution throughout history.¹³

In an effort further justify the institution of slavery's fallacies Finley quotes Diakonoff's. "All ancient societies, says Diakonoff, in Europe as well as on all continents, belong to a typological identical socioeconomic formation, sharing a common system of production typical of antiquity". Diakonoff's shortsighted definition fails to incorporate the uniqueness of societies and the institution of slavery instituted to effectively meet societal needs. It is unacceptable to concurrently categorize all forms of slavery.¹⁴

Slavery as a formal social and economic institution takes on various societal formulas as the growth in wants increased the demand for slave labor. A slave in essence lost total control over his labor and personality. The world for slaves of most civilizations pertained to captives who held various ceremonial sacrifice; to household servants who were part of the *familia*; to the concubines and eunuchs of harems; to the industrial proletariat; to victims of racial or political tyranny; and to men and women apparently dominated by drugs, alcohol, sexual passion, mental illness and sin. However, in some societies slaves enjoyed a hierarchical ranking superior to the free working pariahs of the caste system. In other societies slaves carried out honored positions in royal courts. Slaves worked in the arts and could

¹³ Davis, 19.

¹⁴ Finley, 71.

marry free women. Slaves also in many cases received monetary payment for their services which in turn a slave could save and buy his/her freedom. An individual must not standardize a generic definition of slavery, necessitating various comprehensive definitions of slavery in correlation to the precise economic needs and societal values existing in different civilizations.

Standardization of the definition of slavery plagues our understanding of history. Although numerous models of "slavery" were syncretistic in origin, many essential variables exist impacting the elements slavery and servitude in different historical circumstances. Orlando Patterson's book, Slavery and Social Death proclaims slavery as an institution in a different light. Patterson's definition hinges on a level of personal relations, as "the permanent, violent domination of alienated and generally dishonored persons", according to Davis.¹⁵ For Patterson slavery is preeminent position of sustained power and dominance over an individual in a cruel fashion.

Omitted from Patterson's definition is reference to property, service and/or labor in his characterization of the institution of slavery which is prevalent in many definitions of slavery. In addition, Patterson classifies and declares slavery as a state of "social death", indicating that an individual slave's social values are stripped away, due to the brutality of the slave process and the institution of slavery. Forms of social death, according to Patterson, derive from the natal alienation of ancestors, relatives and descendents, while dishonoring the spirit of an individual through bondage. Patterson utilized slavery's consequences on an individual in an effort to develop a

¹⁵ Davis, 11.

comprehensive definition of slavery in terms that have been understood by different historical periods.¹⁶

Though all these aspects of slavery are collectively present, Patterson emphasizes that slavery's essential components are not static and can only be understood when they are applied to specific socioeconomic contexts, process of enslavement, incorporation and manumission. A major and common "slave" fallacy and misconception that distorts our understanding of slavery is that numerous societies can be fused into "'ancient slavery", "Muslim slavery", "Latin American slavery" or "North American slavery"' without ever referencing time, place and socioeconomic conditions within its characterization.

Slavery is not the automatic result of simple common conditions as Patterson and other histories have suggested. The distinct variables that impacted the development of the slave matrix can not be examined from a microscopic vantage point. In order to portray slavery with accuracy one must take into considerations the, geographic features economic structure, social stratification and cultural and ethnic values unique to a specific civilization.

Historians attempt to define slavery as a vital social and economic institution for most societies during their quest for survival and world supremacy. The initial jurist and historians possessed a generalized conceptual view of slavery that incorporates portions of Meltzer's interpretation and Patterson's explanation for slavery and its function within societies. Even civilizations that preceded the first distinguished pedagogical philosophers and historians would agree with their

¹⁶ Davis, 11.

definition of slavery and its justification. Davis writes, "Despite socioeconomic differences the authors of the Code of Hammurabi would have assented to the definition of slavery propound by Aristotle and the Roman *Lex Aelia Sentia*".¹⁷ A slave, according Aristotle is an "animate instrument of property" exist for the primary purpose of serving the household effectively, while Aristotle and his contemporaries adequately profess that the complete domination over an individual in this manner is permissible and is definable through the laws of nature which mold the lives of individuals.

Aristotle, the pupil of Plato, wrote *Politic*, a renowned exposition on slavery. Through *Politic*, Aristotle portrays and justifies slavery as a natural phenomenon that determines who is fit to serve and who is fit to rule. Aristotle claims that individuals fall into this category of "natural slaves" due to their inability to engage in deliberation.¹⁸ Natural slaves suffer from their humanity and based on this philosophy, Aristotle admits that it is to ones advantage to succumb to bondage:

"...For all tame animals there is an advantage in being under human control as this secures their survival. And as regards the relationship between male and female, the former rules and the latter is subject.

By analogy, the same must necessarily apply to mankind as a whole. Therefore all Men who differ from one another by as much as the soul differs from the body or man from a wild beast these people are slaves by nature and it is better for them to be subject to this kind of control, as it is better for the other creatures I have mentioned...Nature must therefore have intended to make the bodies of free men and of slaves different also: slaves' bodies strong for the services they have to do, those of free men upright and not much use for that kind of work but instead useful for community life..."¹⁹

¹⁷Davis, 14.

¹⁸ Martin Harvey, "*Social and Natural Practices*", *Deliberation and Natural Slavery* (2001) 41.

¹⁹ Aristotle, *Politics* 1.5. 356 BCE.

Aristotle argues that there is a combination of cognitive and physical difference legitimizing the difference between ruler and slave. Naturally a slave is defined as such because he can not meet the standards of moral personhood because he is incapable of living virtuously, suggests Aristotle. Aristotle's philosophical perspective epitomizes the societal viewpoints that define Classical Greece and subsequent western societies that withheld the positives of slavery for both master and slave.

Most Greeks, regardless of their city-state perceived foreigners as barbaric and primitive to their superior natural Greek pedigree. The Greeks used their intellectual and military might to dominate the Mediterranean basin region, enslaving a barbaric population that closely equated and/or exceeded the number of Greek citizens living in a particular Greek city-state.²⁰

Slavery served as an essential economic and social institution that impacted the development of Classical Greece and the advancement of the Western World that soon followed. As Rome systemically adopted social and economic standards of its Mediterranean neighbor, the institution of slavery materialize and operated in a parallel fashion to that of Classical Greece. Congruently, most Greek and Roman citizens accepted slavery as a vital institution fulfilling a variety of social and economic roles establishing states of complete subjugation.²¹ The Roman Jurist Gaius' definition of slavery coincides with Aristotle perceptive of slavery. Gaius

20 Thomas Cahill, *Sailing the Wine-Dark Sea: Why the Greeks Matter* (New York: Random House Publishing Inc., 2003) 115-116.

21 Thomas Wiedmann, *Greek and Roman Slavery* (Baltimore Maryland: John Hopkins Press, 1981) 1.

argues, "all human beings are either free men or slaves."²² Justinian a later emperor of the Byzantine Empire which was an extension of Greco-Roman and Hellenistic cultures agrees, "Slavery is an institution of the common Law of peoples (ius gentium) by which a person is put into the ownership (dominium) of somebody else, contrary to the natural order."²³

The institution of slavery has been universal throughout history. Various cultures molded slavery into numerous diverging models altering the development of the civilized world. Slavery as an essential economic institution became a permanent fixture during ancient times. Tolerated and accepted by all men, slavery became an inevitable and a valuable resource among societies of ancient antiquity. Limited primary sources pertaining to the institution of slavery suggest the integral role slavery played in these societies. As man progressed within the complex world, modifying his political, social and economic lifestyle resulted in the development of dissimilar forms of slavery. Based on a civilizations unique social values and economic needs, the institution of slavery implemented in various geographical regions necessitates distinct definitions.

Men, women and children, from all regions of the ancient to the contemporary worlde were and/or continue to be enslaved. There is sufficient evidence of enslavement from the dawn of recorded history and the institution of slavery, in one form or another that accompanied most of the great civilization. From a broad and

²² Davis, 14.

²³ Wiedmann, 25.

comparative survey, Orlando Patterson concludes: "Probably there is no group of people whose ancestors were not at one time slaves or slave holders."²⁴

Slaves existed and originated from all continents surrounding the Mediterranean basin – Africa, Asia and Europe slavery was prevalent. The institution of slavery possessed no boundaries in its earliest forms. Slaves stemmed from any color, religion, gender and social class. A slave could be illiterate, unskilled or a man of fine technical or professional accomplishments. Geographic conditions, societal and economic needs were the impetus behind the roles of slaves.

Although these first societies developed in and around river valleys, the value of slaves depended on the social and economic factors unique to each society. Lacking suitable resources to support a large slave population, the Nile River Valley civilization did not rely on massive quantities of controlled laborers. Other civilizations found it difficult to control war captives and disapproved of enslaving their own because it lowered the tax base. In the Far East, along the Yellow River, different social values placing the good of the group over the individual kept forced labor to minimum. This civilization generated a large percentage of its forced labor from foreigners. Overall these first organized and complex civilizations employed different quantities and forms of slave labor that aligned with unique social, geographic and economic needs.²⁵

Though the social and economic foundation of Greco-Roman societies played a significant role in slavery's eminence throughout the Mediterranean basin, while

²⁴ Blackburn, 263.

²⁵ Peter Stearns, *World History Experience* (New York: University Press, 2000) 81-83,

impacting the development of latter western civilizations, the pioneering forms of forced labor located in the early river valleys of Egypt and Mesopotamia was entrenched into man's civilized world. Despite the fact that the Nile River Valley and Mesopotamia civilizations exist in close proximity and share similar geographic physical features, they develop different forms of coerced labor practices to assist in meeting their needs.

The earliest settlements were found located between the Tigris and Euphrates Rivers. Greek historians named this region Mesopotamia meaning "between two rivers". Located in the center of the Fertile Crescent, Stearns and Meltzer agree, initially slavery minutely impacted Mesopotamia's social and economic state. Most historians and sociologists agree that the institution of slavery in Mesopotamia derived from three main sources. The first group, foreign prisoners of war, which was a prevalent form of human bondage in Mesopotamia, due to frequent fighting among various city-states, confirms Peter Stearns.²⁶ The second group consisted of indebted individuals. Individuals drowning in debt were forced to sell their sons' and/or daughters into slavery in an effort to relieve or erase accumulated debt. And the final group of slaves incorporated convicted Mesopotamian criminals.²⁷

Based on one's gender and/or the fashion in which one became a slave determined the type of work a Mesopotamian slave would perform. Most prisoners of war worked for the state on public works projects. These individuals helped to erect palaces and temples and maintaining and building canals and irrigation systems.

²⁶ Stearns, 83.

²⁷ Jerry H. Bentley & Herbert Ziegler, *Traditions and Encounters: A Global Perspective of the Past Vol.I* (New York: McGraw-Hill 2003) 45.

Other slaves found themselves working as artisans in various fields. Women wove resplendent carpets and robes, while men produced gold and silver emblazoned plates. Women slaves found themselves working as weavers, according to most historians worked as agricultural laborers on estates of nobles or many performed domestic tasks in wealthy households. Domestic slaves were also compelled to give their bodies to their master. ²⁸

Similar to most slave definitions, the slaves of Mesopotamia were characterized as property. An individual's wealth within Mesopotamian society was determined by the number of slaves one owned. Masters proactively selected partners for slaves, urging slaves to marry and produce offspring that would increase the wealth of the master. Slave owners branded their slaves like animals, in an effort to mark ownership and prevent their property from running away. In addition, slaves wore a small clay tablet around their neck similar to a dog tag.²⁹

Though Babylonian slaves of Mesopotamia were seen as property parallel to livestock, the Code of Hammurabi attempted to promote and encourage slavery positively. The code recognized the value of slaves to Babylonian society and protected slaves like other valuable pieces of property. If a slave was injured by someone the master would be rightfully compensated and if an individual aided in the escape of a slave the state could punish him with death:

“If a seignior has harbored in his house either a fugitive male or female slave belonging to the state or to a private citizen and has not brought him forth at the summons of the police, the householder shall be put to death”³⁰

²⁸ Meltzer, 22-23.

²⁹ Stanley L. Engerman, *Historical Guide to World Slavery* (London: Oxford University Press. 1998) 38.

³⁰ Meltzer, 23.

Considering the Babylonia's social and economic dependency on the institution of slavery, it is inconceivable for one to believe that slaves were permitted an excessive amount of independence in correlation to perceived definitions of slavery. Contradictions exist on certain levels considering slaves of Babylon were paralleled to specific aspects of property. However, historical records indicate that slaves in ancient Mesopotamia possessed opportunities contradictory to the definition of slavery. Slaves were allowed to own livestock, real estate and property and earn and save money. Legal documents even indicate that slaves were allowed to bear witness in court and take part in vital aspects of society just like any citizen.

This indeterminate state of slavery is never addressed and revealed by historians in their definition of slavery. If slaves were allowed these so called freedoms within Babylonian society, the question is does slavery truly exist in this manner. Slaves engaged in business operations that allow them to save money and eventually buy their freedom does not coincide with any defensible definition of slavery, however this only occurred sparingly. It was far more conceivable for a freeman to be forced into slavery than that of a slave finding the means necessary for oneself from the bond of degradation and achieve manumission.

Hollywood's portrayal of thousands of slaves working to construct the pyramids or the biblical account of the Jews in Egypt is the antithesis of Egypt's social and economic composition. Although slavery was evident in numerous facets of Egyptian society, the prominence of slavery did not exist at the level portrayed by popular culture. Historians for the most part agree that the number of foreign slaves

working in Egypt did not grow exponentially. Slaves were not required, due to the large number of free peasants available.³¹

Though slavery lacked relevance in Egypt, most slaves primarily worked for the state. Limited numbers of slaves were owned by private citizens. All slaves were considered property of the gods and the pharaoh and could not be sold to private citizens according to many historians. Slaves in Egypt performed menial task in the homes of the pharaoh's most honored servants. Most slaves worked in the place or on temple estates as weaver's cooks, tailors, weavers, agricultural laborers or as labor for public works projects.³²

Overall, Egypt's economic and social situation was not constructed on the backs of enslaved individuals. Despite the fact that numerous Egyptian pharaohs claimed an estimated hundred thousand slave captives each year, Egypt did not favor the development and expansion of slavery. Slaves eventually received manumission, intermarrying with Egyptians and becoming tax paying serfs.³³ In contrast to ensuing Classical Mediterranean societies, the Egyptian form of slavery and its significance personified a drastically different definition, thus altering the means in which historians may define slavery throughout history.

The Classical civilizations of Greece and Rome in the West and Han China in the East adapt the slave models of preceding civilizations. However, these societies that constituted the standard for man's modernization, created two diverse forms of controlled labor based on societal and economic needs. Because of diverse social and

31 Meltzer, 30

32 Stearns, 77.

33 Stearns, 81.

economic principles specific to the Greco-Roman world and to Han China, each society engaged a slave workforce that best suited their needs. Therefore historians cannot impose and apply an identical definition of the institution of slavery for the classical era and/or the subsequent societies that derived from these classical foundations.

The Classical Period of 1000 B.C.E. – 500 C.E. found inspiration from the advanced Early River Valley civilizations that proceeded. The Classical civilizations of Greece and Rome established an economic, social and political structures utilized by the West to cultivate flourishing societies. In the East, Han China laid a solid political, economic and social structure that brought an end to chaos in China after a prolonged period of internal strife. The implementation of Confucian values helped China developed a “Golden Age” under the direction of the Han. Both the Greco-Roman and Han China implemented various forms of forced labor structures to facilitate the success of their economies, ultimately laying the foundation for their successors. Although both the Eastern and Western worlds utilized the efforts of enslaved workers, both the East and West organized labor systems gravitated toward diverging poles. In the case of Han China, slaves played a limited role in the labor force, while free peasants formed the backbone of China’s economy. According to Han Agricultural records, governmental restrictions were imposed on the number of slaves an individual many own, while in the Grecco-Roman world of the West this was not symbolic, as slavery and other forms of forced labor became vital components of the labor structure.

Even though Greco-Roman and Han China served as the archetype for latter civilizations, these Classical Civilizations institutions of slavery varied in a manner that does not allow for historians, sociologist and anthropologist to define slavery in a collective fashion. Han China did not rely on the institution of slavery, despite its implementation in many occupations, as did Greece and Rome. The method in which slaves were employed, acquired and treated may not allow one to develop a transcultural and transhistoric definition of the institution of slavery.

As in most cases, the slaves of Han China were legally not free and viewed as property either by government or by private persons. And as property slaves were under complete control of their masters rendering to the type of service the master required. Although this is accurate, slaves in Han China did have access to a slave contract differentiating the Chinese institution of slavery from other forms of institutional slave practices. According to Pien Liao, when being sold to a different master proclaimed, "The work you desire me to take should be specified in the contract. What is not specified in the contract, Pien Liao can not take on." ³⁴ Because of the meticulous contract written by his master, Tzu-yuan, detailing every required service that Liao would perform, this contract agreement between slaves and masters suggest a working relationship that grants forced labor limited amounts of control over their servitude within Chinese society.

Emerging from of the Warring Sates Period also impacted the quantity of slaves and the manner in which they were employed in Han China. The Warring State Period of Ancient China, originated due a fragmented feudal system that existed

34 Cho-Yun Hsu, *Han Agriculture: The Formation of Earl Chinese Agrarian Economy, 2006 B.C.-A.D. 220* (Seattle: University of Washington Press, 1980) 231.

throughout China. Various warlords reeked havoc throughout China in attempt to gain more land for themselves. As Han China attempted to rebuild China, Han political officials instituted the Confucian social value system of the “group over the individual”. Abiding by this philosophy Han China asserted that most Chinese citizens were entitled to a small piece of land to cultivate.

By abandoning the manor system of prior periods, the population grew significantly. During the Golden Age of the Han the average size farm for a family of seven was considered to be one hundred *mu* or slightly less than five acres. This small plot agriculture required the Chinese to engage in intensive farming practices, but did not require the use of mass numbers of slaves.³⁵ Wu Ching also agrees claiming, “slaves were not used in farming and says that because agricultural techniques were not highly developed in Han time, it would be uneconomical to employ slaves in farming.”³⁶ This only suggests that slaves were utilized sparingly by large landowners. Ching reaffirms, “A wealthy land owner engaged in farming, fish rising, and animal breeding was able to double his profit yearly because both family members and slaves worked diligently together.”³⁷

In addition to the agriculture methods of Han China, farmers and farming carried a greater social standing than that of other societies. In comparison to Greece and Rome this is especially true. Stearns argues, “In the official Chinese social hierarchy, farmers came after the scholar-bureaucrats in prestige.” Scholars continuously attempted to keep their hands in agriculture, sites Stearn, “...dabbling

³⁵ Stearns, 147..

³⁶ T’Ung-Tsu Ch’u, *Han Social Structure* (Seattle: University of Washington Press: 1972) 148.

³⁷ T’Ung-Tsu Ch’u, 149.

when they could in plowing or other agrarian activities,” indicating agriculture’s value and its impact on China’s survival. According to Stearns, “Slavery was not conducive to intensive agriculture, for only those whose very survival depended on the close care of their corps could be relied on. Landlords could not count on slaves to give the plots the attention they deserved.”³⁸ Both Stearns and Chu concur that slaves constituted only a small percentage of the population and were mostly employed in nonproductive activities, “constituting less than 1% of the total Han population.”³⁹

In Han China the institution of slavery the required slaves were employed in the private and public sector of China’s economy. Other than performing limited agricultural tasks, slaves were used in business, handcrafts, bodyguards and military service, for entertainment purposes and/or performing tasks for the government. Though slaves worked in the private sector, most slaves worked for the government which was different from the institution of slavery utilized in Greece and Rome.

In 44 B.C.E. estimates suggested that the Han government employed more than 100,000 male and female slaves in which individuals were encouraged to donate their slaves to the government.⁴⁰ Though this is a large number of forced labor to support and employ, Han officials utilized these slaves to effectively facilitate in the success of their economy. One group of government slaves looked after three hundred thousand government owned slaves in pastures near the northern border. The

³⁸ Stearns, 158-159.

³⁹ Stearns, 158.

⁴⁰ T’Ung-Tsu Ch’u, 348.

government's female slaves served the empress in domestic tasks and in the imperial concubines.

Most work completed by slaves was nonproductive involving palace service and office work. "In 81 B.C.E., during which the men of "virtues and letters" complained that the government male and female slaves, who sat around and did not work to their full capacity." Overall the Han government received no advantage from the services of these slaves. Free workers were forced to pay taxes to support this governmental workforce. In contrast between slaves and commoners were as follows: "The common people are not free from work from morning to evening, whereas government male and female slaves idle about with folded hands". Although "idle with folded hands" and "without work" can not be taken literally, it does not suggest governmental slaves were employed in strenuous occupations of mining and public works as compared other institutions of slavery that existed in Greece and Rome during Post Classical Era and throughout history.⁴¹

Since Han China did not depend on the services of a forced labor group historians argue over the rational behind Han China's wars with Hsiung and the barbarians in the Western Regions. Due to warfare serving as the primary slave source in human history, T'Ung-Tsu Ch'u contemplates whether or not the Han government did the same thing as the Romans. "When thousands of Hsiung-nu followed, Hun-ye, in surrendering to the Chinese", the Han government treated them fairly and based on this, T'ao His-sheng argues that captives were not enslaved. However, Wilber disagrees with T'ao's conclusions, "pointing out that he fails to

41 T'Ung-Tsu Ch'u, 144-145.

distinguish between captives taken on the battle field and those who voluntarily surrendered. Other Chinese writers, such as Lao Kan and Wu Po-lun, possess the view that all slaves taken in battle were enslaved. Though Chinese historians hold diverging opinions on the acquisition of slaves, one can infer that wars fought by Han China were not for the sole purpose of obtaining more slaves and/or out of ethnocentrism in an effort to meet their basic needs.⁴²

Within Han China all slaves were not treated the same way. Slaves that carried out menial jobs, such as farming and charcoaling were inferior to slaves whose duty was to do domestic and/or governmental work. The “big slave” or the superintendent of slaves managed other slaves and held superior status among the household slaves. These slaves were entrusted by the management of the household and were regularly consulted by the master or the mistress, sometime having illicit relationships with the mistress. Although not treated equally slaves did have an opportunity for slight mobility through emancipation which is clearly stated in the edicts of manumission of government and private slaves. Slaves in both the private and public sector could buy their freedom. Once emancipated, slaves in Han times immediately became a commoner and could be appointed to office:⁴³

“Luan Pu, who had been a private slave, was first appointed a general by the king of Yen, and then became a Han official and a marquis. Chin Mi-ti, who was an enslaved barbarian was freed by emperor Wu and immediately appointed to an office post and later rose to become a high-ranking Han official.”⁴⁴

42 T’Ung-Tsu Ch’u, 137-138.

43 T’Ung-Tsu Ch’u, 155-156.

44 T’Ung-Tsu Ch’u, 155.

The manner in which the institution of slavery was conducted differs extensively from organized forced labor existing simultaneously in the Western World. Because of Han China's social and economic needs did not suite a massive slave workforce similar to the form used in Greece and Rome, slavery in the Eastern world during the classical period requires a unique definition of the term slavery and should carry the proper connotation when written and/or spoken by scholars.

The Greco-Roman world set a standard for the institution of slavery's definition. Ubiquitous slave labor in the Classical societies of Greece and Rome served as the backbone of the labor force. Slavery in this region was based on the values of these civilizations. Their ethnocentric attitudes and "individual over the group" mentality brought a massive slave workforce to the economic forefront in both societies, thus demanding a definition of slavery distinctly written for Greece and Rome.

Negative attitudes towards manual labor were the impetus behind a largely dominated slave workforce in Greece and Rome. Where as the Han Chinese bureaucrats dreamed of one day retiring to plow a plot of land, Greek and Roman elitist despised working with their hands. The Greeks initiated this patronizing philosophy which steered political, economic and social initiatives. The various utopias that Greek thinkers developed included slaves to do the manual work and leave the citizens to do other matters. As the Classical Civilization began to expand so to did their quest for slaves to assist in meeting their economic needs.

The rapid commercialization of agriculture brought about a more sufficient use of slaves. Once dominated by small farms, the Roman Empire began to

consolidate numerous small farms into large plantations called latifundia. These estates grew cash crops of wheat, grapes, and olives which required a large slave work force. As the Roman Empire continued to expand, Rome turned to those conquered in battle to quench its thirst for labor on these latifundias. Different from Han China, these latifundias did not require intensive labor towards the crops. In imperial Rome slaves could be easily be utilized to cultivate grains in which slaves were most commonly used for because this type of service required brute strength.⁴⁵

Scholars such as David B. Davis, Orlando Patterson, as well as experts on the Greco Roman slavery, such as Moses Finley continuously strive to produce an accurate characterization of the institution of slavery. Slavery in Han China possesses a different definition based on the spectrum in which it was implemented, carried out and valued. On the other hand, the Greco-Roman form of the institution of slavery is more commonly addressed and spoken of by historians. Particularly, in mines and on Roman agricultural estates, slaves were treated very harshly and are commonly compared to the form of slavery instituted in the Americas. However, differences are still evident due to the lack of a clear racial aspect in the Greco-Roman case, with slaves derived indiscriminately from all regions of Europe, Africa and the Middle East. Therefore, uniquely defining slavery based on societal values, economic necessities and geographic features during a specific period in world history is necessary.

⁴⁵ Stearns, 160.

Chapter 2 Original Research

Human Trafficking: the 21st Century Slave Trade and its Threat on Humanity

Many individuals believe that history repeats itself and as global citizens, if we are not cognizant of the factors that served as the impetus behind some of history's horrific happenings we will fall victim to paralleling atrocities. After examining and analyzing critical social, political and economic events that impacted the past and ultimately determined our contemporary world, it is difficult to subscribe to such a theory. Though we may fall victim to comparable terrors, it is not at the hands of history repeating itself as it is specific characteristics indicative of human nature influencing the status of humanity within the confines of the modern world.

Since the dawning of time man's quest to subjugate inferior beings has dominated all aspects of history across the globe. As man continued to civilize through the establishment of sedentary societies, slavery became increasingly evident. Through wars and other means of conquest, all complex societies utilized various forms of slavery to meet their basic needs. Societal values, economic necessities and geographic features play an integral role in formulating one's definition of slavery. Therefore the unique evolution of slavery from one period to another based on different geographic settings mandates all historians to formulate a general definition of the institution of slavery.

As we embark into the twenty-first century we are once again confronted with a new diverse form of slavery, requiring its own unique definition. As the United Nations set aside the 25th of March, 2007 as the international day commemorating the two hundredth anniversary of the abolition of the Transatlantic Slave Trade, this twenty-first century form of slavery is enslaving men, women and children in

twenty-first century form of slavery is enslaving men, women and children in epidemic proportions.⁴⁶ As a result of globalization and man's innate desires to exploit its subservient brethren, a ubiquitous new form of slavery known as human trafficking dominates all aspects of humanity's political, social and economic environment, ultimately plaguing the stability of our modern world.

For some it may be difficult to fathom the resurgence of slavery as a global issue in our contemporary world. Unfortunately, most global citizens are ignorant of its prevalence. One is greatly mistaken by the assumption that such moments in history are dead, and that the world has matured, positively progressing toward a more civilized era free from the shackles of human bondage. It is inaccurate to assume that history is repeating itself here; rather we are confronted by man's willingness to exert hegemony over humanity through corruption and greed.

Banned worldwide, slavery in a modern sense thrives on every continent except Antarctica. According to some accounts, currently there are more slaves on the planet than at any other time in human history.⁴⁷ Prevalent in virtually every region of the world, current estimations indicate that twelve to twenty-seven million men, women and children are enslaved. Modern day slavery nearly doubles the number of souls sold into slavery throughout the four hundred year history of the Transatlantic Slave Trade.⁴⁸ Based on research conducted prior to 2006 and reported

Rafferty, Yvonne. "Children for Sale: Child Trafficking in Southeast Asia." *Child Abuse Review*, Vol. 16, (2007): 417. <http://web.ebscohost.com>.

47 Skinner, Benjamin. "A World Enslaved." *Foreign Policy*, March/April (2008): 62. <http://web.ebscohost.com>.

48 Dodson, Howard. "Slavery in the Twenty-First Century." *UN Chronicle Online Edition*, United Nations

by the United Nations Office on Drugs and Crime, "People in 127 countries are exploited to 137 countries."⁴⁹ Regardless of where one lives, man is not immune to the trafficking phenomenon plaguing our global society. Whether they are labor peasants in China, work as stone cutters in India, act as domestic servants in the United States, or sex slaves in every nation, these individuals represent a small percentage of those trafficked.

Despite the abolition of slavery and man's denunciation of this timeless act, we are once again confronted with recruitment, transportation and selling of humans. "Slavery is alive and prospering hundreds of years after wars were fought to abolish it," writes Stephen Aguilar-Millan.⁵⁰ With minimal risk and the assistance of globalization human trafficking is a lucrative business. Most experts on human trafficking ranked it as the third most lucrative international crime behind drugs and arms sales. "UN estimates that global trafficking involves at least four million people each year and generates an estimated annual revenue of seven to ten billion dollars."⁵¹

Today's trafficking is distinctly different from the institution of slavery that was prevalent during the sixteenth through the nineteenth centuries. Slavery during this colonial period served as a legitimate form of commerce based solely on race. Captured Africans were transported to European colonies located in the Western Hemisphere and sold to work in agrarian economies. Although the past and present

<http://www.un.org/Pubs/chronicle/2005/issue3/0305p28.html>.

⁴⁹ "Sex Trafficking." *New Internationalist*, Issue 404 (2007): 12.

⁵⁰ Aguilar-Millan. "Global Crime Case: the Moderns Slave Trade." *Futurist*, Vol. 42 Issue (2008): 45.

<http://web.ebscohost.com>.

⁵¹ Aguilar-Millan. "Global Crime Case: The Modern Slave Trade," 45.

methods of slavery involve one human exercising total control over another, this modern form of slavery does not model the previous form in any manner. Unlike colonial slavery, modern day slavery is illegal and all racial groups deriving from almost every continent are potential victims. Modern slaves are not being recruited to work in any one specific geographical area or in any clearly defined economy, however, statistics indicate that women and children are the principal targets of trafficking utilized for prostitution.

Arising out of experiences of the Second World War, the United Nations took necessary steps to confront and combat slavery through the creation of the Universal Doctrine of Human Rights. This declaration represents the first global expression of rights in which all human beings are inherently entitled to. Article 4 of the Declaration of Human Rights addresses slavery, "No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms."⁵² Fundamentally, human trafficking deprives people of their human rights and is in direct violation of this widely translated document. Although the United Nations is taking an active leadership role through this document, their efforts in confronting and abolishing trafficking could be questioned. The United Nations defines trafficking as: "the recruitment transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion of abduction, or fraud of deception of the abuse of power or of vulnerability or of the giving or receiving of payments or benefits for the purpose of exploitation."⁵³ As Dr. Kevin Bales writes in Disposable People, the new slavery "is not about owning people in a traditional sense

⁵² United Nations Universal. *The Declaration of Human Rights*, www.un.org/Overview/rights.

⁵³ "Sex Trafficking," 12.

of the old world of slavery, but about controlling them completely. People become completely disposable tools for making money.”⁵⁴

By definition, a victim of human trafficking is one who has been forced, through fraud or other coercive means into labor or sexual exploitation for commercial purposes. Their labor can take the form of debt bondage, peonage or any work under harsh slave like conditions. Victims have been forced to work in brothels, factories, farms or even private homes without freedom of movement or adequate wages. Seduced or misled by false promise, the victims are often held captive by psychological or physical force. Additionally, in an effort to suppress their motivation to flee, some threats are made toward loved ones in their home countries.

According to most reports, the advent of modern globalization in the early 1990’s commodified humans. Globalization allows the mobility of capital, openness of political borders and the deregulation of trade all of which facilitate in human trafficking. “In truth, rather than some aberration, slavery may be one of the most representative consequences of global capitalism,” explains Jonathan Tran.⁵⁵ In the same manner that chattel slavery defined early colonial America, human trafficking in many regards defines the political, economic and social realities of our global community.

54 Miller, Slave. “Trade Combating Human Trafficking.” *Harvard International Review*, Winter (2006): 71

<http://web.ebscohost.com>.

55 Tran, Jonathan. “Sold into Slavery.” *Christian Century*. Vol. 124 Issue 24, (2007): 22.

[http:// http://web.ebscohost.com](http://http://web.ebscohost.com).

Due to explosive implementation of global capitalism, man is presently confronted by an extensive dichotomy of opposing classes. For many, globalization brought unimaginable prosperity and wealth. However, globalization losers encountered dejection and forfeited traditional forms of life for western based ideologies. Dr. Ranee Khooshie Lal Panjabi validates the previously presented claim, "The irony is that globalization of the free market system were supposed to usher in better conditions in poor countries, a higher standard of living and increased economic opportunity. Though that has occurred to some extent, the dark side of globalization has been the demand for very cheap goods that can only be profitably made by slave labor."⁵⁶

Individuals victimized by negative results of globalization and chronic poverty are vulnerable to human trafficking. Vulnerability was a product of imposed globalization by the western world. Although trafficking victims derive from all over the world, most victims originate from third world nations of South East Asia, Africa, Latin America and newly democratic eastern block nations of the former Soviet Union. Former socialist states shifting towards a capitalist economy encountered opportunities for economic exploitation and acts of gluttony, thus creating distinct socio economic gaps. Jobs melted into thin air, as did free health care, education, cheap housing and affordable food production in the newly formed republics of Moldova, Lithuania and Ukraine etc. Citizens of these nations were forced to find other methods to meet their basic needs.⁵⁷

⁵⁶ Lal Panjabi Khooshie, Ranee. *Global Slavery in the 21st Century*,
<http://academic.udayton.edu/race/06hrights/Global%20Issues>

⁵⁷ Baird, Vanessa. "Trafficked." *New Internationalist*, September (2005): 5.

Most trafficked individuals are coerced. Recruiters under the false pretence of a friend or family member take advantage of individuals already at risk. Those desperate for a viable opportunity for a better life are initially led to believe that they will be doing legitimate work as maids or factory workers earning a substantial salary. They are informed that all the expenses incurred for the cost of the trip to their new life will be covered as well. They are given what they believe are authentic passports, further validating the prospects for a new life. In an effort to escape the ominous situations at home, many desperate individuals accept offers like this at an alarming rate.

However, once these individuals arrive, the traffickers alter their original story. The captors seize their passports and other vital identification documents rendering these individuals helpless. They are often beaten, raped, verbally assaulted and threatened by their captors into submission. Lacking the ability to speak the local language these victims do not know where to turn for help. The occupation retained by trafficking victims does not resemble the job they were misled into believing they would do by the trafficker. Being held against their will these individuals perform menial and degrading task for little or no money. To make matters worse these prostitutes, factory workers, stone crushers or domestic servants owe an exorbitant sum of money for their transportation into enslavement leaving them bonded to their captors through debt.

Although the previous story is broadly paraphrased, there are countless stories that parallel it. It seems as if every primary source one encounters regarding the

trafficking phenomenon plaguing humanity possesses a similar resounding story. The story of a young Burmese woman disclosed by the U.S. ambassador-at-large and director of the office to Monitor and to Combat Trafficking in Persons at the U.S. Department of State is no different. Aye Aye Win, a young Burmese woman searched for work beyond her poor country. A recruiter depicted an intriguing picture of work in neighboring Thailand. Aye Aye Win and eight hundred Burmese migrants, many of which were children found themselves placed in a shrimp farming and processing factory. This was not a job according to Mark Langdon's account; it was a "prison camp." The isolated factory was surrounded by fifteen foot high barbed wire walls. Aye Aye Win and the other workers were not allowed to leave and were prohibited from contacting anyone on the outside. They resided in run-down wooden huts and were given little sustenance.⁵⁸

Win and two other women attempted to escape their enslavement but were caught by factory guards. Dragged back to the factory camp Aye Aye Win and her confidants were punished. Making an example out them they were tied to poles in the factory courtyard and denied access to food and water. They were severely beaten in public and their heads were shaven. Aye Aye Win and her trafficking story is similar to all others on numerous levels. Living in regions of the world where desperation compels individuals to seek other alternatives, it is easy for human traffickers to market and sell a dream to vulnerable men women and children like Aye Aye Win.⁵⁹

⁵⁸ Langdon, Mark. "Trafficking an Human Dignity." *Policy Review*, December & January (2008/09): 53.

<http://web.ebscohost.com>.

⁵⁹ Langdon, "Trafficking and Human Dignity," 53.

Most people are under the assumption that these manipulative traffickers are thugs that belong to organized crime factions like the Russian or Albanian mob, or the Hells Angels. The trafficking market is dominated by unassuming individuals profiting from desperate unsuspecting men, women and children. Traffickers may hold seemingly respectable positions throughout their community. Pastors, teachers, police officers, nurses, doctors and family friends may operate as individual traffickers or as part of a larger trafficking organization.⁶⁰

Human trafficking is a big business in which luring just one victim may net a trafficker 250 to 5,000 dollars. Therefore the more professional a trafficker is the more success traffickers are at luring in victims. Traffickers use any array of fictitious platforms to attract naïve beings searching for a better opportunity. They will go to the extent of holding job fairs at high schools and universities offering exciting opportunities as models, maids, nannies and restaurant workers. If traffickers are not in a prime location to attract potential victims, traffickers often dispatch slick talking headhunters to rural towns and villages to entice parents to sell their children into bondage⁶¹

The era of the internet and other methods of modern communication and transportation facilitate in the traffickers' effortless attempts to illegally sell humans into slavery. In a lavishly decorated apartment, furnished with high-end sofas and electronics, Victor Malarek, the author of *Meet the Traffickers*, introduces us to a

60 Davis, M. Cory, "Human Trafficking Michael." *Hispanic*, Vol. 20 Issue 8 (2007): <http://web.ebscohost.com>.

61 Malarek, Victor. "Meet the Traffickers." *New International*, September (2007): 10.

<http://web.ebscohost.com>.

twenty-first century slave trader. "Ludwig Frainberg-aka: Tarzan arrogantly boasts of "the ease at which he is able to get young women from Russia into any Western nation." As a former member of the Russian organized crime gang in New York City, Frainberg said "I could supply women from Russia, Ukraine and Romania." "It's is no problem. The price is \$10,000, a girl is landed. It is easy to get access to girls. They are a phone call. I know brokers in Kiev, Moscow and St. Petersburg. I will call tomorrow and I will show you how easy it is. I can get ten to fifteen girls shipped to me in a week."⁶²

Former trafficking victims continue to disclose stories of trusted people with reputable positions who use their influence to coerce the unsuspecting into slavery. Driven by the cash flow that trafficking ensures, Luan Plakici a recent British citizen ventures to Moldova, romances a sixteen year old girl, marries her and brings her back to Britain. Once in Britain he immediately puts her to work, forcing his teenage bride to have sex with dozen of clients a night.⁶³

Based on various sources and statistics the sex slavery is attributed to the largest percentage of those victimized by human trafficking. Some experts estimate that sex trafficking accounts forty to eighty percent of all trafficking.⁶⁴ Sex slavery is a lucrative business, rivaling drugs and arms trafficking as the third most lucrative criminal enterprise. It is speculated that sex trafficking will surpass drug trafficking in the next decades as the second largest criminal industry, however, unlike drugs a

⁶² Victor, Malarek, "Meet the Traffickers," 10.

⁶³ Victor, Malarek, "Meet the Traffickers," 11.

⁶⁴ Baird, Vanessa, "Trafficked," 4.

sex slave can be sold more than once. Sex trafficking includes forced prostitution, bride trafficking, child prostitution and child pornography.

Large demand encompassed by limited risk assumed by the trafficker makes sex slavery profitable and appealing for one to partake in. Dr. Oksana Rynieksak in her opinion was not making enough money as a doctor practicing medicine in Essex, England; this twenty six year old doctor became a trafficker. She set up a brothel over a dry-cleaning shop and trafficked nine women from her homeland of Russia and forced them to have sex for money. Prior to be caught and imprisoned for three months, Dr. Oksana earned two hundred and ten thousand dollars.⁶⁵

Women and children are the primary targets of traffickers seeking to subject them to forced prostitution. Among those who are trafficked fifty percent are children, while seventy to eighty percent are female.⁶⁶ The Lancet, The British medical journal, according to the New York Times, "once estimated that ten million children seventeen and under may work in prostitution world wide.⁶⁷ There are few acts as brutal and vile as sex slavery. These victims are held captive and horribly violated. The extent to which they are tortured psychologically and physically is difficult for someone from afar to accurately depict.

⁶⁵ Malarek, Victor. "Meet the Traffickers," 11

⁶⁶ Hodge, David. "Sexual Trafficking in the United States: A Domestic Problem with Transnational

Dimensions David Hodge Social Work April 2008." *Social Work*, Vol.53 Issue 2 (2008): 143.

<http://web.ebscohost.com>.

Kristof, Nicholas. "A Cambodian Girls Tragedy: being young and pretty." *New York Times*, December

12, 2006. <http://find.galegroup.com>.

At eleven or twelve, Meena was kidnapped from her village in northern India. India is home to one of the world's largest child prostitution centers. It is estimated that ten million children serve as sex slaves in India. Locked up in a thirteen person brothel, Meena cried and fought as she was forced to have sex. As a result of her unwillingness to submit willingly, her captors taught her a lesson. Using sticks, belts and iron rods they ruthlessly beat her. Still unwilling to perform her duties a sex slave quietly, Meena's captors drugged her into an unconscious state prior to giving her to another customer. After losing her virginity, Meena accepted her fate as a sex slave. Every night she is forced to have sex with ten to twenty-five customers.⁶⁸

Due to sex slavery's exposure to horrifying and traumatic circumstances, Meena's physical and mental state is forever altered. Drugs, rapes and beatings are just a fraction of the mind numbing examples of torture sex slave encounter. In an effort increase their profits and extend the powerful feeling of control over others, Meena's captors force her to breed which is a commonality among enslavers in India.⁶⁹

Child sex tourism is another component of this gruesome epidemic plaguing our global community. Some predators travel specifically around various ubiquitous sex slave nations in search of adolescent male and female prostitutes. The ease of air travel and the internet make these despicable excursions easily accessible for wealthy

68 Kristof, Nicholas. "The 21st Century Slave Trade." *The New York Times*, April 22, 2007,

<http://find.galegroup.com>.

69 Kristof, Nicholas, "The 21st Century Slave Trade,"

pedophiles. According to *Christianity Today*, “Americans constitute twenty-five percent of the child sex tourists.”⁷⁰

Although the United States is not a trafficking haven like other nations, America is not immune to the human trafficking epidemic. Our lavish lifestyles and natural borders shield us from the world’s terrors, however, we fail to recognize trafficking’s proximity. Departing from JFK International Airport, a potential trafficker can land in Port-au-Prince, Haiti and haggle over the price of a child depending on one’s personal desires. “Is this someone you want as a worker? Or also someone who will be your partner?” Benavil the trafficking recruiter adds, “If you’re interested in taking your purchase back to the United States, I can arrange the papers to make it look as though you’ve adopted the child.” For fifty dollars the deal is done only six hundred miles from New York City.⁷¹

The most frustrating aspect of human trafficking is the invisibility factor. According to Kevin Clarke, “Trafficking victims aren’t going to be found in some dark alley. You’ll find them working in nice homes or even legitimate businesses,” according to Nyssa Mestas, the associate director of anti-trafficking services at the U.S. Catholic bishops’ Department of Migration and Refugee Services.⁷² “Unfortunately in the United States, transnational trafficking is not on anyone’s radar,” states Mestas. Mass obliviousness to human trafficking is detrimental to humanity and gravely threatens our global security and stability.

70 Herzog, Dawn. “Child Sex Tours.” *Christianity Today*, Vol. 51 Issue1 (2007): 32-33.

<http://web.ebscohost.com>.

71 Skinner, Benjamin. “A World Enslaved.”

72 Clarke, Kevin. “Hidden in Plain Sight.” *US Catholic*, January (2009): 14.
<http://web.ebscohost.com>.

Currently people's insensibility to human trafficking derives directly from the absence of its presence in mass media. Although trafficking is occurring ubiquitously, little is ever mentioned of its atrocities and hideous affairs. Corruption among society does not allow mass media access to various acts of trafficking violating human rights. The big business and lucrative nature of trafficking provides traffickers with the essential monetary resources to payoff authorities.

Collusion among police, traffickers and government officials enables human trafficking to exist undetected by most of humanity. Corrupt law enforcement agents help by providing immigration documents, allowing illicit border crossings, or protecting the oppressive workplaces and brothels where slaves are trapped. Humanity's ignorance in regards to human trafficking places many in grave danger of becoming future victims of this modern slave trade. According to John Miller, the U.S. State Department's office to Monitor Combat Trafficking in Persons, "Human trafficking is a multi dimensional threat: trafficking undermines national security by eroding the integrity of national and local law enforcement"⁷³

In a perceived effort to combat trafficking the United Nations selected hundreds of police officers from various countries to create the International Police Task Force (IPTF). David Lam a former Philadelphia police officer was one of these individuals. While questioning several Romanian women after a brothel raid, Lam learned that several Romanian officers working with the IPTF were directly engaging in the recruitment and trafficking of women into local brothels. As a result of blowing the whistle on these corrupt individuals, Lamb had his life threatened and the

⁷³ Miller. "Slave Trade Combating Human Trafficking," 63.

investigation into these allocations was halted. Not giving up, Lamb sent an email to the IPTF command identifying five United Nations police officers linked to allegations of involvement in the trafficking of women. Whenever Lamb uncovered corrupt involvement by United Nations officials, support from the United Nations headquarters evaporated. Soon this diligent and honest combater to human trafficking was dismissed and his investigation was impeded by the bureaucracy of the United Nations.⁷⁴

Although human trafficking stimulates global instability, trafficking also imposes significant global health risks that threaten the stability of our global community. As a commodity of traffickers, trafficking victims' bodies are violated through physical and emotional trauma at the hands of the traffickers and their captors. Living in abominable conditions these modern slaves are subjected to life threatening conditions. The physical scars endured by slaves victimized by the horrors of trafficking are impossible to shed. Domestic slaves and slave laborers are often beaten and encounter sexual abuses. Sex slaves are confronted by the transmission and dissemination of STDS, HIV and hepatitis that may potentially result in global pandemics.

Utilizing coercion and other methods of manipulation, traffickers maintain absolute control over their victims. Emotional trauma as a result of degradation correlating with unrelenting violence and constant fear will result in emotional problems that a trafficking victim can not evade. Exposure to emotional distress

⁷⁴ Meeting the Traffickers New Internationalist September 2007 Malarek Victor

regularly may result in post-traumatic stress syndrome and other detriments that may significantly impact an individual for years.

The excessive profits made through human trafficking fuels the growth of illegal activities and organized crime rings around the world. Failure to identify the crime associated with human trafficking for commercial sex or forced labor demoralizes society as a whole. Money made through human trafficking will ultimately provide organized crime with the resources necessary to destabilize an area where trafficking is prevalent. The size and scope of human trafficking may entice terrorist organizations, such as Al Qaeda, to utilize human trafficking to fund terrorist initiatives that further threaten our global security.

The United States proclaims to be the foremost global advocator of human rights and freedom for all of humanity. After the events of September 11, the United States embarked on a crusade to rid the world of despotic regimes such as the Taliban and Saddam Hussein who violated the human rights of many of their citizens. According to some, government corruption plays a vital role in driving trafficking. In this case, it may not be the intention of the United States government to promote trafficking, however, obtaining the services of a company relying on human trafficking to suppress cost jeopardizes the credibility the United States' values and rhetoric.

Constructing a new embassy in the cradle of civilization, the United States defies its core values of liberty, ultimately threatening its international credibility. The United States government subcontracted a large portion of the construction of the new Baghdad embassy out to the First Kuwaiti Trading and Contracting. Using dealers and brokers from across Asia, the First Kuwaiti Trading and Contracting utilized

traffickers to recruit a large percentage of its labor force. The workers were under the impression that they were headed to Dubai, unaware that they were headed to war-torn Iraq to construct America's largest embassy. John Owen, the U.S. citizen who worked for the First Kuwati Trading and Contracting resigned from his job because of the exploitation only after a few months of overseeing construction. According to Owen's reported testimonies, employees of the First Kuwati would beat and abuse the trafficked laborers and often deny them proper safety mechanisms and basic needs.⁷⁵

Human Trafficking and its physical and psychological depredation must be eradicated. Human trafficking was first defined in international law in 2000, however little is being done on a national or global scale to eliminate these gruesome crimes that threaten the stability of human society. According to Benjamin Skinner, "The United Nations, whose founding principles call for it to fight bondage in all its forms has done almost nothing to combat modern slavery."⁷⁶ Skinner adds, "there is little to suggest the United Nations, which consistently fails to hold its own member states accountable for widespread slavery, will be an effective tool in defeating the broader phenomenon."⁷⁷ Many first world nations treat trafficking as an immigration issue, not a slavery issue. Authorities treat these traumatized men women and children as criminals, often failing to recognize the signs of trafficking. These nations resort to swift deportation of trafficked women and children to their country of origin as a

⁷⁵ Kaur Gill, Amardeep. "Today's Slavery." *Canadian Dimension*, May/June (2007): 19-20.

<http://web.ebscohost.com>.

⁷⁶ Skinner, "A World Enslaved Foreign Policy," 66.

⁷⁷ Skinner, "A World Enslaved Foreign Policy," 67.

viable solution to this global issue. Unfortunately, traffickers are waiting to re-traffic these individuals.

Human trafficking is the greatest test of our time and the global community must make a concerted effort to promote and maintain human dignity through the elimination of modern slavery. Their innumerable tentacles of corruption, exploitation, manipulation, physical abuse and mental distress towards a large percentage of humanity are a detriment to our global stability. Various methods must be implemented to combat trafficking efforts, however, this may be a daunting task to undertake. Currently Italy, Sweden and the United States possess some of the most progressive trafficking programs that fight against the human trafficking front. Prevention, protection and harsh prosecution of traffickers seem to be the most effective means to suppress this epidemic.

Coordinate efforts among government agencies, business and nongovernmental agencies implemented various prevention strategies. Education of officers and the general public is a popular method of prevention. The United States government in recent years disseminated substantial tax dollars to train local police to recognize acts of human trafficking.⁷⁸ According to a 2009 speech given by the Commissioner of the U.S. Customs and Border Protection Ralph Basham, "Last year launched an education campaign. And all of our officers and agents are trained to detect traffickers and trafficking victims. We have posted signs at airports and ports of entry in many languages. We distribute this information letting potential victims

78 Mead, Julia. "A Slow War on Human Trafficking," *New York Times*, May 28, 2006.

<http://web.ebscohost.com>.

know that we will help.”⁷⁹ In nations infamous for human trafficking, domestic and foreign governments have worked together to set up schools and health programs that may prevent these destitute individuals from becoming potential trafficking victims.

The protection of victims of trafficking is also relevant in our quest to rid the world of trafficking. Prior to recent legislation in the United States, trafficked victims on numerous occasions might be deported as illegal immigrants prior to working with authorities in an effort to prosecute traffickers. In 2000 the Trafficking Victim Protection Act, then amended in 2003 as the Trafficking Victims Protection Reauthorization Act helped to protect former trafficking victims. The Reauthorization Act recognizes that existing laws often fail to protect victims of trafficking, and instead punishes victims of trafficking more severely than the traffickers. “The law stipulates that victims of severe trafficking should not be inappropriately penalized for unlawful acts committed by the trafficker, such as the use of false documents entering the country without documentation, or working without documentation.” Additionally this act provides “severe forms of trafficking”, such as sex trafficking, in which an individual who is coerced through force to perform such an act before the age of 18 is entitled to a T-Visa. The T-Visa enables sex trafficking victims to remain in the United States to assist federal authorities.⁸⁰

79 Basham, Ralph. “A Moral Test of Our Times.” *Vital speeches of the Day*, Vol. 75 Issue 2.

February (2009): <http://web.ebscohost.com>.

80 Hodge, David. “Sexual Trafficking in the United States: A Domestic Problem with Transnational

Dimensions.” *Social Work*, Vol. 53 Issue 2 (2008): 147.
<http://web.ebscohost.com>.

Another way to protect men, women and children from trafficking is the advocacy for the strict prosecution of traffickers and those that purchase the services of sex slaves. Since 1999 Sweden has aggressively prosecuted customers, pimps and brothel owners. Within two years of its assertion, Sweden experienced significant declines in trafficking for the purpose of sex, and a seventy-five percent decline in men buying sex. At home and abroad the United States has implemented similar assertive trafficking prosecution standards. "The United States has strict penalties for up to thirty years in prison on those who prey on children abroad."⁸¹ Within the United States, various states such as New York are complying with the federal government's trafficking standards through its own legislation regarding human trafficking. "A conviction for sex trafficking would bring a penalty of three to twenty-five years in prison, while labor trafficking would be punishable by three to seven years."⁸² In addition this New York state law improved police training in an effort to recognize trafficking and expand victims' access to social services, such as temporary housing and health care for trafficked victims.

Although the primary goals of globalization were intended to generate greater wealth for all, while tightening the gap between the world's rich and poor, this has not been the immediate result. Instead globalization provided the necessary forces that stimulated a new form of slavery. Once again history is being written solely based on the foundation of man's inherent greed, corruption and willingness to subjugate others through human trafficking. Because of trafficking we are confronted with a serious threat to humanity's global security. Hopefully the popularity of recent

⁸¹ Miller, "Slave Trade Combating Human Trafficking," 73.

⁸² "Targeting human Trafficking." *The New York Times*, May 21, 2007.

movies such as *Slum Dog to Millionaire* and *Taken* expose the masses to the horrors of trafficking prompting a unified effort to eradicate the world of modern slavery.

Chapter 3 Prologue

Humanities Active In-depth Student Centered Instructional Strategies Resource Guide

It is a monotonous beginning of the first day of school in most junior and senior high school history classes. After an informal introduction to the course through the examination of the detailed course syllabi, many secondary history teachers ask students to discuss with one another why one should be required to study history. After limited student centered group discourse, it is safe to infer that most students will answer the teacher's seemingly elementary question with the exact same generic answer. After the teacher obtains the attention of the class, the teacher once again asks the essential question that does not possess a definitive right or wrong answer. "Why do you think we are required to study history?" Without hesitation, hands ubiquitously ascend toward the rafters in an effort to obtain the teacher's attention. Confidence exudes from the nonverbal responses to the teacher's inquiry and the students' willingness to answer this question. Quickly students begin to grow impatient with the teacher's lack of alacrity to call on a volunteer. Finally, the teacher calls on Erika, a confident student to provide her group's answer to the question. Erika responds with vigor, "So history does not repeat itself!" Before Erika is able to complete her statement, other students sigh in disappointment as they believe she has answered the teacher's question accurately.

Despite Erika's proverbial answer to the question, her response is unfortunately incorrect. If the primary objective of teaching and learning history is to prevent history from repeating itself, then it is accurate to conclude that we have done a dreadful job educating our history students. Unfortunately, centuries of teaching history and other social sciences in a traditional manner has not prevented humankind

from repeating history and thus, creating a more civilized world. As we venture out of the first decade of the 21st century, we are consistently reminded of humankind's unwillingness to escape history's shackles of repetitiveness.

The global exploitation of humankind seems to be a one of many unswerving historical themes that plague our global community. Since the dawning of the first civilizations along the river valleys of Mesopotamia and Egypt, humankind has subjugated its brethren through genocide and/or various forms of slavery. Regardless of the time period, geographic location, economic and political structure and cultural origin, humankind imposed and continues to impose massive forms of systematic human bondage over one another.

Today, some individuals believe the slave trade and the institution of human slavery collapsed centuries ago and no longer exists in any form. On the other hand, there are individuals who believe various forms of slavery occur, but only in isolated incidents. Unfortunately, this is not the case as modern-day slavery and human trafficking flourishes under the protective shield of the global economy. Regardless of where one lives, humankind is not immune to the slavery phenomenon infecting our global community. As the United Nations set aside the 25th of March, 2007 as the international day commemorating the two hundredth anniversary of the abolition of the Transatlantic Slave Trade, this twenty-first century form of slavery is enslaving men, women and children in epidemic proportions as current statistics reflect that there are more slaves around the world than at any other time in human history.

As history teachers, confronted by humankind's perennial willingness to exert hegemony over subservient victims through modern-day slavery, it is evident that we

do not study history to prevent the replications of its political, social and economic horrors. Therefore, history teachers must alter the manner in which they teach history to their students. For decades, history teachers at the secondary level have been just that; teachers of history. Instructing with a western bias, many history teachers focused primarily on historical facts that did not require history students to think. Force-feeding immense amounts of information from a lecture based instructional model, students were prevented from developing the essential analytical skills required by our modern world.

In an effort to better prepare our students and educate them to the highest standards, it is essential for educators to modify their history curriculums. Teaching history from a humanities approach must be implemented throughout all grade levels. Teaching history from a humanities perspective will enable teachers to create active in-depth student centered learning environments. Teachers will be mandated to develop and implement unit and lesson plans that will expose students to diverse historical resources, thus, improving all students' reading, writing and analytical skills to be lifelong learners and productive problem solvers in a competitive global economy.

Humanities Active In-depth Student Centered Instructional Strategies Resource Guide

This modern-day slavery instructional strategy resource guide provides a diverse collection of teaching strategies from a humanities approach to teaching history. This resource guide will supply history teachers with active in-depth student centered model activities. Secondary history teachers may utilize these exact student centered activities when teaching a unit on modern-day slavery and/or human trafficking. In addition, history teachers may reference these humanities based instructional strategies and implement these specific instructional models or variations of them for their history students regardless of grade level or curriculum.

Modern-day slavery and human trafficking serve as the backdrop for this instructional resource guide. The reoccurring presence of human bondage throughout history creates a stimulating theme worth examining extensively. The ubiquity of modern-day slavery and its rapid rise to epidemic proportions will generate student interest in history. Captivated by this social crime on humanity, students will be motivated to investigate this topic, while simultaneously improving their reading, writing and critical thinking skills.

Essential Questions

All units and lessons should be devised around the foundation of essential questions. Therefore, these essential question(s) are vital to both the teacher and the student. Questions should be open ended, thought provoking and broad in scope. In addition they should be perpetually arguable and debatable based on continued discovery and reflection of the learner. Effective teachers create and utilize these question(s) as the overarching focus of the course and/or unit. Students are consistently asked to reference the essential question(s) prior to their investigation and discovery of various units and lessons. From the learner's perspective, actively exploring such question(s) facilitates and improves critical thinking skills and greater coherent understanding of the content knowledge.

A question is essential when it:

1. Causes genuine and relevant inquiry into the big ideas and core content.
2. Provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions.
3. Requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers.
4. Stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons.
5. Sparks meaningful connections with prior learning and personal experiences.
6. Naturally recurs, creating opportunities for transfer to other situations and subjects.

Essential Questions

Modern-Day Slavery and Human Trafficking Essential Question:

1. Despite all of our advances in technology and medicine, is the 21st century human more civilized than the earliest human civilizations?
2. Who and/or what is responsible for modern-day slavery and human trafficking?

Guiding Questions

Guiding questions differ from essential questions in that they are more focused and not as thought provoking. Such questions are great to use to activate prior knowledge in unit and lesson warm-ups, tickets out of the class to check for student understanding, and short paragraph writing for homework. Usually, guiding questions will ask students to fill in missing information and make inferences about people, actions and events they might be examining.

Modern-day Slavery and Human Trafficking Guiding Questions:

1. When did the first humans begin to enslave their neighbors?
2. Throughout history where has slavery occurred and what type of slavery was imposed?
3. What type of slavery was implemented in the United States? When was the slave trade and slavery outlawed in the United States?
4. Does slavery exist in the United States, western New York, and/or the city of Rochester?
5. What rights do we take for granted that victims of human trafficking are denied every day?
6. What is it about human nature that allows for the buying and selling of other human beings?
7. What is the role of government in preventing human trafficking?
8. Should and can everyday citizens like you and I do anything to abolish, prevent, or decrease modern-day slavery and human trafficking?

Activating Students' Prior Knowledge

Brain-based research confirms the fact that the learning environment needs to provide a setting that incorporates stability and familiarity. It should be able to satisfy the mind's enormous curiosity and hunger for discovery. Students do not learn by passively listening to teachers and regurgitating useless memorized information. It is essential for teachers to create lessons and lesson activities that call on the collective experiences (primary knowledge) of all students. Despite the fact that all students arrive to our classrooms with diverse experiences and levels of background knowledge, it is the primary objective of all educators to tap a students' primary knowledge resources. Through this process, we move students from rote memorizing to meaningful learning. Thus begins the journey of connecting learning events rather than remembering isolated bits and pieces of information. Activating prior knowledge serves as the key to enhancing understanding cognitively.

Purpose of Primary Knowledge

1. Provide continuity from previous lessons and units.
2. Allude to familiar concepts and vocabulary as a reminder and refresher that students may use to enhance their understanding.
3. Gauge the level of collective background knowledge of the subject to help inform the teacher.
4. Give students a taste of the topic, while exciting their interest levels.

Modern-Day Slavery and Human Trafficking Prior Knowledge Activity

The start to a lesson and unit is essential, therefore educators need to place significant emphasis on this portion of teaching. I have chosen a slavery concept map and flow chart to determine the prior knowledge of students. Prior to receiving their flow charts, students will be asked to work independently. On a half sheet of paper, they will be required to write down whatever knowledge they possess on slavery. This three to five minute data dumping exercise will prepare them for their group work, which is to complete the slavery flow chart. Later in the unit, students will revisit this flow chart when they are comparing/contrasting aspects of modern-day slavery and human trafficking to previous forms of slavery.

Directions to the flow chart activities:

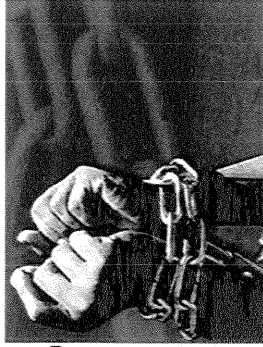
In your small table groups you will complete this graphic organizer. First, you will start by listing **four** adjectives that depict slavery as you know it. Next, you and your group will construct your own working definition of the word **slavery**. And lastly, you need to completely fill in the boxes below the historical time periods that extensively utilized the institution of slavery. Under details you will need to address the following aspects of slavery in a specific society:

1. Describe the Systematic method of obtaining slaves.
2. What were slaves used for?
3. What was the gender, race, age of individuals they enslaved?
4. What were the specific types of slavery used?
5. How did the Code of Hammurabi and laws ancient laws dealt with slavery?

Adjectives that Describe Slavery

- 1.
- 2.
- 3.
- 4.

Activating and Organizing Primary Knowledge



Student Definition of Slavery:

6000 BC Early River Valley

Classical Civilizations
500 CE - 100 AD

Colonialism 1400 AD - 1800 AD

Details

Details

Details

Details

Details

Details

Modern-Day Slavery and Human Trafficking Prior Knowledge Activity

Additional Activating Prior Knowledge Strategies:

The following are proven primary knowledge teaching strategies that may be used in all lesson warm-ups. Consistently using these models will enrich history lessons and provide students with a catalyst for enhanced comprehension of historical topics and themes.

Carousel Brainstorming:

Each small group has a poster with a title related to the topic of the lesson on the top. In the case of this modern-day slavery unit, there would be five slavery posters entitled by specific civilization or time period (Egypt, Mesopotamia, Greece, Rome, United States and Latin America). Each group using a different color marker would be required to write three to five facts related to the poster title. Students will rotate to all the posters reading what other groups have written, while adding their own insights to various posters. Afterwards, the teacher will facilitate a whole class discussion. At the conclusion of the discussion, a culminating activity should be implemented to provide focus to student learning, for example, a summary paragraph.

Anticipatory Chart (KWL):

Before reading news articles, text, primary sources or viewing videos, students are asked to complete the first two sections of the chart – “What I already know...” “What I would like to discover...” After the sources have been read or presented, students complete the “What I learned...” section of the chart and responses are shared with a partner. This is an excellent pre-reading strategy that can be used on a regular basis. A model KWL graphic organizer is provided on the following page.

Modern-Day Slavery and Human Trafficking Prior Knowledge Activity

KWL Diagram

What I already know...	What I want to discover...	What I learned ...

Modern-Day Slavery and Human Trafficking Prior Knowledge Activity

KWL Modern Slavery Anticipatory Guide Model:

First, students will be informed their topic. After this, students will be given only the title of the Article. Then they will complete the first two sections of the KWL model individually before they share their information with a partner. When students are finished sharing what they wrote in the first two sections of the chart, they will read the article and complete the final section of their chart. Finally the students will devise a list of things they want to learn about modern slavery.

Article title: *Hidden in plain Sight*

<u>What I know about slavery</u>	<u>What I want to discover about slavery</u>	<u>What I learned about slavery</u>
<p>Possible student responses:</p> <p>Slavery existed in the following places: Early River Valleys, Greece and Rome, Americas</p> <p>Slaves used for... Farming, Fighting, Labor (building pyramids ect.), domestic service.</p> <p>Trans Atlantic Slave Trade</p> <p>Slaves were captured, bought and sold, captured in raids</p> <p>Slavery abolished in USA after the American Civil War</p> <p>Colonies of the Latin America, South America and North America relied on them</p> <p>African, Jews, and other subservient cultures to dominant societies</p>	<p>Who is hidden?</p> <p>Where are they hidden?</p> <p>Why are they hidden and what are they doing there?</p> <p>Who is hiding them?</p>	<p>1,000s held in slavery in the USA</p> <p>Slaves coming to USA from all over the world</p> <p>800,000 trafficked world wide</p> <p>Most believe for better opportunities= duped into slavery</p> <p>Sex slavery, apparel manufacturing, cleaning staff American hotels, agriculture</p> <p>Slaves found everywhere even legitimate businesses</p> <p>American slavery not on anyone's radar</p> <p>Situations in countries so bad lead victims into these situations</p>
What more do you want to learn about this topic?		

Modern-Day Slavery and Human Trafficking Prior Knowledge Activity

Directions:

Prior to reading the article *Hidden in Plain Sight* complete the first two sections of the KWL Diagram. After completing the first two sections of the diagram read and annotate the article *Hidden in Plain Sight* and complete the third section of the KWL diagram: "What I learned about slavery?" Please make sure your answers are as in-depth as possible for use of this diagram in later lesson activities.

<u>What I know about slavery</u>	<u>What I want to discover about slavery</u>	<u>What I learned about slavery</u>
<u>What do I want to know more about modern-day slavery and human trafficking?</u>		

Hidden in plain sight

Thursday, December 25, 2008

Clarke, Kevin . "Hidden in plain sight," *U.S Catholic*, January 2009, 12-17.



The shadow world of human trafficking

The beating was the final straw. The relentless daily psychological abuse had been bad enough; the endless days of work stretching into weeks and finally into months had been exhausting beyond endurance. Somehow she managed to get through.

"I always just told myself to just take it, to just bear it, just for a little longer," remembers Lucy, a young Kenyan woman, who asked to be identified only by her first name. But now after being slapped into near unconsciousness by her employer, she realized she was in danger of real physical harm. She would have to plan an escape from this home in a quiet upper-class New York hamlet. She picked up the phone and dialed her only friend in North America, a Kenyan priest living in Toronto, to finally ask someone for help.

There are thousands of people like Lucy, held against their will, in the United States today. You may have passed them on the street, begging for small change, watched one working in a neighbor's yard or behind a kitchen door, or passed one cleaning a room in a four-star hotel. Some have helped put food on your table or sewn the clothes you wear. A large number of them are trapped deeply underground but still, like their brothers and sisters, in plain sight behind the black-filtered facades of massage parlors and strip joints.

They are the community of America's enslaved people, trafficked sometimes legally, most often clandestinely across the U.S. border. They are held by force and violence or by the cruelest forms of psychological coercion and persuasion by individuals or by organized crime networks that reach all the way back to the homelands of the trafficked in Africa, Mexico, Central America, Central Europe, and Southeast Asia.

Catholic Charities's Sister Joann Marie Aumand, S.C.C. works with trafficking victims at the Archdiocese of Newark's Bishop Francis Center for Immigration

Services. "We think this is something that is happening in Burma or Thailand or someplace far away," says Aumand, "but [it's] happening right here; it could even be happening next door."

According to the U.S. State Department, each year about 800,000 people worldwide are trafficked across national borders bound for what most of them believe are better opportunities in a neighboring nation, Europe, or the United States. (Other estimates place the number as high as 3 million.) But instead of that hoped-for better life, these migrants find themselves entrapped in a kind of modern slavery, forced to pay off their travel and associated debts under often horrendous working conditions or in demeaning labor and intimidated into silence and compliance. Trafficking victims are typically obscured from public view by a painstaking system of isolation and surveillance or the simple remoteness of barracks-style housing where they are often kept.

Those who have been rescued from the U.S. sex trade are perhaps best known, but thousands of others are enslaved in less notorious trades: apparel manufacturing, agriculture, even among maintenance and cleaning staff in America's hotel and restaurant industry.

"We've had domestic laborers, sex workers, restaurant workers, victims who have worked in construction," says Sehla Ashai, an Illinois-based legal advocate for trafficking victims. "We've had people in just about every low-paying service industry job."

"Trafficking victims can be found in all walks of life. They're not going to be found in some dark alley," says Nyssa Mestas, associate director of anti-trafficking services at the U.S. Catholic bishops' Department of Migration and Refugee Services. "You'll find them working in nice homes or even for legitimate businesses."

Aumand is currently working with a group of women and girls who were trafficked from Togo and Ghana in West Africa. They had been forced to work in two small Newark, New Jersey-area hair-braiding salons. Following a typical strategy to better control their victims, the traffickers took passports and other ID away from the women. They worked without pay.

Prosecutors allege that the 20 women and girls were beaten if they did not return to the two apartments they shared immediately after work, if they had the nerve to ask for spending money, or if they otherwise disobeyed their employers. The women saw customers six days a week, 14 hours a day, but it took more than a year for their plight to come to the attention of authorities.

Some trafficked laborers end up working for big agricultural processors well known to consumers, but their abuse is distanced from respectable food companies by a kind of bureaucratic plausible deniability. "We had [traffickers] harvesting for two big citrus processors that put the orange juice on your table," says Brigitte Gynther, a

member of Interfaith Action of Southwest Florida working with the Coalition for Immokalee Workers (CIW).

"You often wonder how [growers] never seem to realize this is going on," says Gynther, "but the citrus and tomato growers all use contractors. The workers never see the owners; there is a whole system in place of non-responsibility. . . . These guys are kept on isolated labor camps; nobody knows where they are."

"There's no census that you can take," says Mestas. "All I know is that the numbers we're seeing grow every year, but we may not be identifying them as we should be."

In modern-day America slavery is just "not on anyone's radar," says Mestas. Human trafficking victims often go unrecognized when they come into contact with law enforcement, local social services, or even emergency room doctors treating injured people quieted by the hovering presence of their "employers."

A wide range of estimates exists on the scope and magnitude of modern-day slavery. The International Labor Organization estimates that globally there are 12.3 million people in forced labor and sexual servitude (other estimates range as high as 27 million) and reports that children represent between 40 and 50 percent of all forced labor.

How large this industry is in the United States is not completely understood, but trafficking victims have been identified in 90 U.S. cities. Worldwide human trafficking generates as much as \$42.5 billion annually.

In the past most U.S. trafficking victims worked in the sex-for-hire industry, but according to the latest numbers, victims of trafficking are now almost evenly split between the sex trade and all other labor sectors.

But the lines often blur, advocates say. The commodification of the victim can be complete. Women brought into the United States for domestic service or sweatshop labor are frequently further victimized through sexual assault by their "hosts" or rented out or sold to agents within the sex industry.

As much as 80 percent of the contemporary victims of trafficking and slavery are, like Lucy, women and girls from poor communities in Africa, Southeast Asia, Central America, and Central Europe; 50 percent of trafficking victims are minors. They have few educational or career opportunities. Their status as women in traditional societies is so low they are often already treated like chattel. The poverty they and their families experience is so crushing that otherwise cruel alternatives come to seem acceptable.

The girls and their parents are susceptible to the cajoling and appeals of the itinerant brokers, who represent the trafficking networks in developing countries. Those job recruiters are often women. Claiming to have been placed in jobs overseas

themselves, the female recruiters are less threatening to the girls and their families alike, their recruitment success rates higher.

The women hear of the good jobs they can get in America, the chance to go on to a better education and to meet real Americans, perhaps build a future and escape once and for all the poverty that surrounds them. Often, families will sell a daughter to pay off a family debt, send a more valued male sibling to school, or manage a minor and temporary respite from their poverty.

Lucy, in 2003 a single mother of a 5-year-old boy, worked as a housekeeper in the small community of Meru in central Kenya when she heard of what to her seemed an “unbelievable opportunity.”

A Kenyan family living in the United States, acquainted with her employers, was looking for a young Kenyan woman to help them in their home. They were willing to provide transportation and pay what to Lucy seemed the exorbitant amount of \$200 a month.

“I didn’t know what \$200 was in America. I was thinking that was 16,000 Kenyan shillings, and it seemed like a great deal of money to me,” she says. Lucy signed a two-year work contract.

The American nightmare

At the Coalition to Abolish Slavery and Trafficking (CAST) in Los Angeles, women from all over the world are attempting to rebuild lives sidetracked by human trafficking and involuntary servitude. Its director, Lisette Arsuaga, says many of the women seeking assistance at CAST have escaped from California’s sex industry, but many others have also been victims of violence and sexual abuse including rape at the more traditional labor sites where they found themselves.

“Fifty percent of the women we work with are Hispanic,” she says, “but we also see a lot of women from Indonesia and other parts of Asia.” The kind of work-slavery they’ve escaped, she says, varies with little rhyme or reason. In the past more may have come from massage parlors or light industry. “Right now we’re mostly seeing women from domestic servitude.”

Like many victims of trafficking, most of the women CAST works with came to the United States willingly and, as they believed at the time, legally. Only after their arrival and at rendezvous with the local agents of their trafficking operations did they discover that the promised opportunity as a student, an au pair, or with a great job in the tourist or travel industry, did not really exist. Instead they were en route to work in a brothel, bar, or sweatshop. That is only the beginning of the bad news.

They also may only learn upon arrival how much they owe their job recruiters for travel expenses—a debt that somehow only grows more unapproachable as new costs for food, housing, clothing, and upkeep are added each week. In a strange land,

unable to speak the language, cut off from friends or family, subject to sexual and physical assault, sometimes placated with drugs, these victims of trafficking begin an American nightmare that may take years to escape.

The experience of male agriculture workers recruited in border areas to work American harvests is similar: a seductive pitch followed by a hasty journey then a rude awakening to debt bondage in Florida, a modern underground railroad in reverse.

The isolation of such workers and their reliance on their “contractors” for food, shelter, even liquor and drugs, is often complete. After deductions for supplies and “housing” from their traffickers, these victims often find a weeks’ hard work in America’s growing fields only got them deeper in debt.

Lucy thought she was on her way to an American paradise. “I was so excited,” she says, remembering her arrival. Her employer worked for the United Nations, his wife for a local bank. She didn’t question them when they locked her visa and passport and later her Social Security card away for “safekeeping.”

Lucy had come a long way to seek a different future than the bitter road that lay ahead for a poor and uneducated woman in Kenya, but her dream of a new life in the United States quickly dissolved. “I worked every day from 6 a.m. to 8 p.m. They said I came to America to work, I didn’t come to America to talk to Americans. I didn’t come to America to watch TV. I never rested. If I had finished all my work, then I should be looking around for something else to do...

Note Taking with Interactive Notebook

Due to the depth and breadth of history and secondary teaching standards, teaching history is an often challenging task. Effective history teachers are required to decipher between what is essential and not essential to student learning. Successful teachers construct lessons and units that are active and student centered, while attempting to teach the mandated curriculum.

Although many teachers are proficient at devising and implementing student centered lesson activities, the density of the curriculum does not enable history teachers to instruct their students without lecturing. Teacher driven lectures that require students to take notes are at times unavoidable. However, the note taking activities should not remain traditional. Today's students should not be subjected to the monotonous repositories of the note taking past, which were crammed with unmotivated, disconnected and poorly understood ideas. These students will be exposed to the *Interactive Student Notebook* which allows students to record information about history in an engaging manner.

Interactive Student Notebooks, if used properly, can be the premier instructional tool students and teachers can possess and utilize. The Interactive Notebook will teach students how to record and organize pertinent information, while engaging students to formulate personal connections to history during the note taking process. Interactive Student Notebooks will provide students with the opportunity to utilize critical-thinking skills to classify information into innovative graphic organizers, while pondering essential and guiding questions.

Note Taking with Interactive Notebooks

The following pages will consist of Interactive Student Notebook models. These detailed models will exhibit various components of this student centered instructional strategy. Teacher who implement and utilize the Interactive Student Notebook properly will transform a student's willingness to study history. This essential learning activity will provide all students with a platform that facilitates an in-depth personal interaction with historical facts, themes and concepts, while ultimately providing students with the ability to formulate and construct their own understanding.

Note Taking with Interactive Notebooks

The Student Centered Interactive Notebooks (Overview):

This active note taking format is oriented with distinct left and right side to help students organize, process and synthesize historical information, concepts and themes into their own understanding.

Required Materials: Colored pencils, scissors, glue sticks, etc.

Left Side Student Process New Ideas	Right Teacher Directed Information
<ul style="list-style-type: none">• Reorganization of New Information• Student Connections to Information (Personalize Historical Events)• Appeal to Different Learning Styles• Facilitate Student Interaction• Show Relationships• Requires Independent Critical Thinking	<ul style="list-style-type: none">• Lecture Notes• Reading Text Notes• Class Discussion Notes• Teacher Generated Handouts with New Information
Left-Hand Side	Right-Hand Side
<p>This is the student centered side of the notebook. Here students are required to draw their own conclusions based on what they learned on the right side of the Interactive Notebook. Students garner a greater understanding of historical information, concepts and themes through the use of flow charts, graphic organizers (Venn Diagrams), illustrations and/or hypothetical situations. Students may make personal connections to history through this section of the interactive notebook by allowing students to express their opinions and actions to various aspects of history. In addition, students may consistently review what they have learned and preview what they will be learning, which will enable students to understand how acts of history fit into a larger context of the overall historical picture.</p>	<p>This side of the notebook is utilized by the teacher. Here the teacher dictates the notes implemented by the students. This side of the Interactive Notebook organizes a common set of information that all students must know. Typically class notes, discussion notes, and reading notes are written. This information may be organized in any format. Teachers often model the use of outlining, graphic organizers, T-Charts and flow charts for the students. These visual forms of organizing historical information will enhance student understanding.</p>

Note Taking with Interactive Notebooks

<p style="text-align: center;">Left Side Student Process Ideas</p>	<p style="text-align: center;">Right Side Teacher Directed</p>
<p style="text-align: center;"><u>Examples of Possible Student Process Ideas</u></p> <p><u>Advertisement:</u> design an advertisement to represent the horrors of modern-day slavery and human trafficking</p> <p><u>Flow Chart:</u> create flow charts to display relationships between various forms of modern-day slavery</p> <p><u>Historical Journal:</u> Student assumes role of slave, slave trader, slave owner and recounts the individual's potential feelings and experience</p> <p><u>Illustrated Dictionary Entries:</u> Explain key terms by creating illustrated dictionary entries. Write a definition/provide synonyms and antonyms, use in a sentence</p> <p><u>Illustrated Timelines:</u> Create illustrated timeline of the key components of the history of slavery</p> <p><u>Mosaics:</u> Use modern-day slavery visuals and key words to represent similarities and difference among modern day slavery and previous forms of history presented</p> <p><u>Political Cartoons and Comic Strips:</u> Create political cartoons and comic strips to provide social or political commentary toward human trafficking</p> <p><u>Postcards:</u> After studying specific content on slavery, write a postcard summarizing information</p> <p><u>T-Charts:</u> Compare historical details of slavery with historical fiction of slavery</p> <p><u>Venn Diagrams:</u> Compare and contrast different aspects of slavery and modern slavery</p>	<p style="text-align: center;"><u>Teacher Resources Implemented</u></p> <p><u>Lecture Notes:</u></p> <ul style="list-style-type: none"> • Outline Form • Flow Chart • Graphic Organizer <p><u>Text Reading Notes:</u> Bales, Kevin and Becky Cornell. <i>Slavery Today</i>. Groundwood Books. 2008.</p> <p>Historical Fiction: McCormick, Patricia. <i>Sold</i></p> <p><u>Primary Sources:</u> Modern-day Slave Narratives</p> <p>Various News Paper Articles</p> <p>News Videos:</p> <p><u>Popular Culture:</u> Videos and Songs</p> <ul style="list-style-type: none"> • <i>Slumdog Millionaire</i> • <i>Taken</i> • <i>Blood Diamond</i> • Radio Head's, <i>All I Need</i>

Note Taking with Interactive Notebooks

Interactive Notebook Model

Student Processing:
"Output"

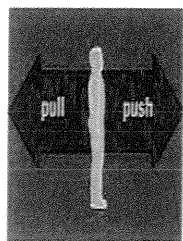
Teacher-Directed:
"Input"

Student Activity: Student Model

Directions:

Construct a flow chart organizing and depicting the basic information of "New Slavery". Be sure to use pictures and color to illustrate the flow of this information. At the start of class tomorrow you will use your Interactive Student Notebook to assist you in a writing activity.

New Slavery



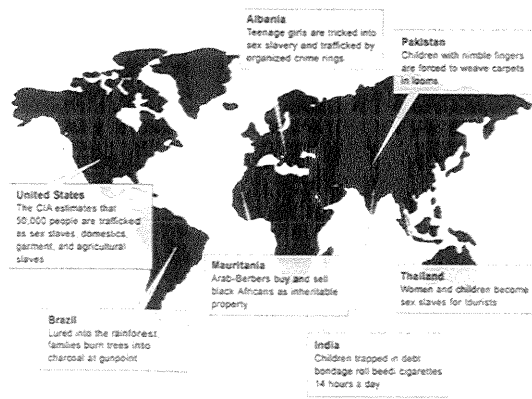
Pull: Lucrative Profits

\$\$\$\$\$

Push: People need jobs



More Slaves today than @ any
point in History



Reading Notes: *Slavery Today*

The New Slavery

Jobs of Modern-day Slaves

Domestic Servants/Agricultural laborers/Prostitutes

Why are there Slaves in the Contemporary World?

- Generate billions \$
- Surplus of vulnerable people (poor & uneducated looking for a better life)
- Demand is high

Number of Slaves Today:

- Not Sure: Estimates 27 million
- More Slaves today than at any other point in history

Where Does Slavery Occur?

- Every country
 - Largest # of slaves: S. Asia
Nepal/India/Pakistan
 - Industrialized Nations:
USA/Japan/Europe

Student Centered Investigation: Tonight, do some research and see if there is any evidence of slavery in our region (Western NY: Buffalo/Syracuse) or in communities surrounding Rochester. Bring in your sources and compose a bulleted list of factual information that is important.

Note Taking with Interactive Notebooks

Student Processing: “Output”

Student Activity: Student Model

Directions:

You are a point person for a marketing company. An abolitionist organization has hired your company to create an advertisement that informs the global community of modern-day slavery and its horrors.

- ❖ You have creative freedom for this assignment. You can create any of the following:
- Radio/TV Announcement
- News paper/magazine advertisement
- Facebook/Myspac advertisement

Teacher-Directed: “Input”

Reading Notes: *Slavery Today*

The New Slavery

Definition: Slavery is a social and economic relationship in which a person is controlled through violence or threat of violence, and is economically exploited.

Slavery Today vs. Slavery of the Past

1. Slaves today are cheaper
2. Slavery of the past was a lifelong condition that also enslaved a slave's offspring. Today it is short term- few years
3. Slave owners today are far more brutal on slaves and as a result, there is less incentive to keep them healthy or even alive
4. Today types of slavery are more alike in the modern global economy
5. Today legal ownership is illegal
6. Today there is a surplus of slaves

Factors that support Modern Slavery

1. **Poverty:** Individuals vulnerable and desperate / no resources to care for themselves
2. **Violence or Chaos:** Runs rampant when rule of law breaks down; war, environmental disaster, economic corruption cause this chaos
3. **Demand** for cheap goods and services
4. **Human Nature** to dominate over another human

Teaching History with Historical Fiction

Despite the validity of using textbooks to teach history and improve students' reading skills, teachers should not fall victim to solely using this resource as the primary focus of most units' instructional practices. Most history textbooks treat the study of history as a science concentrating on the breadth of knowledge rather than depth. The textbook's presentation of the past is regularly boring and dry, while failing to connect students to any aspect of the stories of history and the individuals who assisted in shaping it.

Unfortunately, we are not capable of taking our students on a field trip into the past. However, we can help recreate a sense of history so powerful through historical fiction that students imaginatively enter into the past and explore the conflicts, joys and sufferings of those individuals that created history. When reading historical fiction, students enter into the historical setting and live alongside the characters.

Regularly supplementing a literature-based approach to history has been advocated by educators to enhance the teaching and learning of history. Utilizing biographies, short stories, and novels (historical fiction) help teachers directly link their students to the past. Through these literary works, students are no longer outsiders to history. Reading these types of sources will enable students to immerse themselves in the past and gain greater understanding of the past and its implications on the present. Researchers discovered that children taught with historical novels recalled about sixty percent more information than children who were taught with traditional texts.⁸³

⁸³ Smith, J.A., J.A. Monson, and D. Dobson. 1993. A case study on integrating history and reading instruction through literature . *Social Education* 56 (7): 370-75.

Teaching History with Historical Fiction

The humanization of history through the implementation of historical fiction will ignite student interest in the subject matter. Rather than reading a list of facts and concepts as they would in a text book, students become motivated by their direct connection to the players of the past. Teachers who implement historical fiction into their units discovered an increase in student centered inquiry into the topic.

In addition to sparking student interest in the subject matter, historical fiction stimulates and challenges the critical thinking skills of all students. Prior to reading a historical novel, teachers need to tap the students' prior background knowledge of facts, concepts and themes related to the topic to improve comprehension of the story. Utilizing the students' prior knowledge of the subject matter forces students to decipher and determine the validity of the setting, plot and life experiences of the character(s) in the historical novel. Students will learn to distinguish factual materials from materials that came from the author's imagination and/or biased point of view.

Granted, teaching with historical fiction is not the most efficient way to teach history. Nor is it the most interesting. It is however one of the most effective ways to teach history. Giving students background of historical events, allows them to relive the past, to internalize it, and thereby remember it far better than they will remember information from a text book. It encourages students to consider the causes of historical events and the consequences of those events on humans.

Despite the benefits of implementing historical fiction into units of study there are at times minor short comings to this method of instruction. The most critical aspect

Teaching History with Historical Fiction

of employing historical fiction is finding quality resources that meet specific criteria. Since most students seem to accept truthfulness of historical novels and use it as a standard against which other parallel information is measured, it is essential to use stories that are presented with a great deal of historic accuracy. Even if most of the characters and events are fictional, the story must remain true to the time it portrays. By all means, the historical record should never be compromised for the sake of exposing students to a great story set in a past time period. Teachers must remain particular about the books they choose when teaching through historical fiction.

Choosing a Historical Fiction Book:

There is an abundance of historical fiction titles in libraries and bookstores for all grade levels. The issue does not involve finding a book for your subject matter, but rather finding the right book to meets specific historical and literary requirements. The following is a list of criteria a teacher should use a prior to selecting an historical fiction book:

- Presents a well-told story that does not conflict with historical records
- Portrays characters realistically
- Presents an authentic setting
- Weaves in historical facts into the story artfully
- Provides accurate information through illustrations (primary grade levels)
- Avoids stereotypes and myths
- Literacy level is ideal for grade level

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Books and Summary:

Waugh, Louisa. *Selling Olga: Stories of Human Trafficking*. Blaine: Phoenix Publishes, 2008.

In the 21st century slavery is alive and well. It is estimated that modern-day slavery and human trafficking is the fastest growing illegal global industry. According to U.S. government estimates, between 700,000 and two million people have become victimized. After three years of extensive research, author and journalist Louisa Waugh has produced a vivid account of how this immoral commerce operates and why it thrives in our global economy. Throughout Eastern Europe, a combination of war and poverty led to women being sold in bars, confined, and coerced into sex work. While Waugh focuses especially on one woman, Olga, who tells her own wretched story, she also introduces the reader to many others across Europe trapped in bondage. She helps us understand why, in spite of global awareness and increased anti-trafficking campaigns this type of crime has not vanished.

McCormick, Patricia. *Sold*. New York: Hyperion, 2006. Print.

Patricia McCormick's *Sold*, is an unforgettable account of sexual slavery as it exists now. Lakshmi an ordinary 13-year-old peasant living in a small village in Nepal enjoys going to school and spending time with her best friend Tila, her black and white speckled goat. Although she is poor and dreams of one day living in a home with a tin roof, Lakshmi enjoys the simple pleasures of life, like having her

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

mother brush her hair before she descends to bed. Living in the isolated world surrounded by the Himalayas, Lakshmi often wonders what the world is like beyond the mountains. But after a long and dreadful dry season, a monsoon destroys the little Lakshmi and her family have. Struggling to survive, Lakshmi's, gambling-addicted stepfather mandates that she take a job to support the family. The next day Lakshmi's step-father takes her to Bajai Sita's store and sells her to a woman for 1,000 rupees. Under the impression that she is going to the city to work as a maid, Lakshmi has no idea she has been sold into prostitution. She ends up in a brothel far across the border in the slums of Calcutta, India, locked up, beaten, starved, drugged and raped until she submits.

In beautiful clear prose and free verse that remains true to the child's viewpoint, first-person, present-tense vignettes fill in Lakshmi's story. An author's note confirms what readers fear: thousands of girls, like Lakshmi in this story, are sold into prostitution each year. Part of McCormick's research for this novel involved interviewing women in Nepal and India, and her depth of detail makes the characters believable.

(The following are various activities that coincide with Patricia McCormick's *Sold*)

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Note to Parents:

Although this is a book written for 9th and 10th graders, a prior to reading *Sold* a note should be sent home to parents indicating the graphic nature of the novel's vignettes and the purpose behind reading such a work. The following is a model note that should be sent home to all parents:

Dear Parent,

Patricia McCormick's novel, *Sold* will be read and critically analyzed in your son or daughter's history class. This work of historical fiction does an exceptional job depicting modern day slavery. Through this novel, students will be able to make personal connections to the issues surrounding this horrific crime plaguing our global community. Please be aware that this novel contains graphic content. I can assure you that this book is of the highest literary merit and relevant to the historic themes we are examining. In an effort to obtain a better understanding of the author and *Sold* please reference the following site:

<http://youngadultbookreviews.com/2008/02/12/sold-by-patricia-mccormick/>

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

When skillful readers pick up a new book, their minds go into "anticipation model." They have developed a set of strategies that help them get ready to read. They examine such things as the cover and its art work, the book flaps, excerpts from the reviews, the writer's biography, the number of pages and print size. Often these readers will open to several points in the text to sample the style and voice of the writer. Struggling readers will often skip all of these strategies as they are not adept in this skill area. Therefore, if we can design activities that will help them to anticipate "the big ideas" that will be revealed, it may provide an initial "hook" that draws them into the text.

Pre-reading strategies:

What an Anticipation Reading Guide Resembles

Students can choose to agree or disagree. They can focus on the prior knowledge that the reader brings to the text, or the "big ideas" or essential questions posed (implicitly or explicitly) by the writer as a way for the reader to clarify his/her opinions before reading the text and then compare them to the writer's message as they read.

(The following page is an example of an anticipation guide for Patricia McCormick's *Sold*.)

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Anticipation Reading Guide: *Sold*

Directions:

Prior to reading *Sold* complete the Anticipation Reading Guide. On the line in front of each of the numbers, place an "x" that indicates where you stand in regards to the statement that follows. Be prepared to defend and support your opinions with specific examples. After reading the text, compare your opinions on those statements with the author's implied and/or stated messages.

Agree

Disagree

_____ 1.) All human traffickers use some form of coercion to obtain and keep their slaves.

_____ 2.) When given an opportunity, slaves will attempt to flee their oppressors.

_____ 3.) If slaves do as they are told, slaves will be able to purchase their freedom.

_____ 4.) Modern-day slavery is similar to previous forms of slavery in that slave owners want to keep their slaves healthy and productive servants.

_____ 5.) Women in poor countries are destined to be sex slaves.

_____ 6.) The continuation of slavery throughout history is a result of human nature.

_____ 7.) Modern-day slavery has the ability to thrive as a result of capitalism.

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Literary Elements Graphic Organizer: *Sold*

Purpose: As students read Patricia McCormick's, *Sold*, they will complete the Literary Elements Graphic Organizer. This active humanities approach to teaching history through the use of historical fiction will assist students in obtaining a greater understanding of *Sold*, and the author's overarching themes to the novel, while simultaneously improving the student's overall understanding of modern-day slavery. (Graphic Organizer found on following page)

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Literary Elements Graphic Organizer: *Sold*

Page #	Characterization: How the author depicts the characters	Conflict: Problems encountered by characters (man vs man, man vs. nature, man vs self, man vs. society)	Climax: Turning point in the novel (There may be more than one as long as you can defend it)	Resolution: How conflict is resolved	Theme: Message the author wishes to convey Ex. <i>Capitalism is at the root of the slavery epidemic</i>

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Discussion Reading Questions

Targeted Reading Skills:

- Use textual evidence to substantiate textual claims
- Draw conclusions and make inferences based on explicit and implied information

Defining Question and Answer Response

Question-Answer Relationship or QAR is a great way to help students figure out how to go about answering questions based on a given text. Often students assume that every question's answer is directly stated somewhere in the text, if only they look hard enough. Thus, many students spend far too much time looking for answers that are not "right there," and their frustration mounts. Teaching our students the four basic question-answer relationships is a valuable strategy that will help them to understand the different types of questions and know how to effectively and efficiently approach the text based on the different question types.

The manner in which Question and Answer Response Look

Helping students to analyze the question-answer relationships will enable them to become skillful at analyzing these types of questions that they are typically asked to respond to when reading a text. The four question-answer relationships are as follows:

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

- **Right There Questions:** “Right There” questions require you to go back to the passage and find the correct information to answer the question. These are sometimes called literal questions because the correct answer can be found somewhere in the passage. “Right There” questions sometimes include the words, “According to the passage...” “How many...” “Who is...” “Where is...” “What is...”
- **Think and Search Questions:** “Think and Search” question usually require you to think about how ideas or information in the passage relate to each other. You will need to look back at the passage, find the information that the question refers to, and then think about how the information or ideas fit together. “Think and Search” questions sometimes include the words, “The main idea of the passage...” “What caused...” “Compare/contrast...”
- **Author and You Questions:** “Author and You” questions require you to use ideas that are not stated directly in the passage. These questions require you to think about what you have read and formulate your own ideas or opinions. “Author and You” questions sometimes include the words, “The author implies...” “The passage suggests...” “The speaker’s attitude...,”
- **On My Own Questions:** “On My Own” questions can be answered using your background knowledge on a topic. This type of question does not usually appear on tests of reading comprehension because it does not require you to refer to the passage. “On My Own” questions sometimes include the words, “In your

opinion...” Based on your experience...” “Think about someone/something you know...”

Discussion Reading Guide: *Sold*

Directions and Tips: Before reading Patricia McCormick's, *Sold*, pre-read the following questions. After you have read each question, label what type of question it represents. This will assist you in answering the reading question more efficiently and accurately. Lastly, read assigned pages of the book and answer the questions in complete sentences. You will be called upon to share your answers with your table partners. Answering these questions will assist you in your ability to compare and contrast modern-day slavery to previous forms of slavery, in addition to gaining a better understanding of the novel *Sold*.

1. What is Lakshmi's life like in her Nepal mountain home? What events create the need for her to go into the city? Type of Question

Example: *Right There Question...Look in text for the answer.*

2. Discuss the vignette entitled "Everything I Need to Know Now." What do you think of the cultural mandates that Lakshmi live by? Compare it to the vignette of the same title that appears later when she is in the city. How does it represent all the changes in her life?
3. Did you suspect bad intentions on the part of the "auntie" and "uncle" who escorted Lakshmi? Identify areas in the text where this was noticed (language). Why do you think Lakshmi herself was not suspicious? What does this show you about her character?

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

4. What things does Lakshmi wonder about on her journey? What ordinary objects fascinate her? How does this innocence help seal her fate?
5. How does Mumtaz gain control over Lakshmi? What tactics does she use to own her both physically and emotionally? What punishment does she exact on girls who disobey or betray her?
6. Describe the other girls and women in the brothel. How do they accept or rail against their lives there? What does Lakshmi learn from them? In the end, what happens to them?
7. For the festival of brothers and sisters, Harish gives Lakshmi a new pencil. This small act of kindness undoes her. Why do you think this "undoes" her? How do others reach out to help one another at the brothel?
8. What does despair look like? How does Lakshmi prevent her own despair from destroying her hope? Is it destroyed in others? How?

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

9. What happens when Monica leaves the brothel to return to the family she has supported? Do you think Lakshmi's own family would treat her the same way upon her return? What about her stepfather? What makes you think so or not?
10. What was the most disturbing part of this story for you? What facts crawled under your skin and continue to haunt you? Do you think there is anything you can do to help? What?

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Comparison Contrast Charts

Comparison-Contrast Charts are useful for looking at two aspects or topics and determining in what ways they are similar and different. The chart pictured here is one way to approach this comparison. First, you look at the similarities. Then you consider the differences, making sure to indicate on what criteria you are drawing out the dissimilarities.

There are certainly many ways to have students compare things and to represent that comparison visually. The Venn Diagram is also very useful; they work best when we have students, not teachers, determining what the relevant similarities and differences are between two or three concepts, people, places, or ideas.

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Comparison-Contrast Chats: *Sold*

I have provided two distinct comparison-charts for teaching modern-day slavery and human trafficking with historical fiction. The first chart is a basic comparison chart which is rather self-explanatory. The second chart is a Venn Diagram with a writing component. In the overlapping middle of the Venn Diagram students will write the similarities between prior slavery knowledge and that of the story of Lakshmi's in *Sold*. On the outside of the ovals the students will write down the differences between their prior knowledge of modern-day slavery and that of the story of Lakshmi's in *Sold*. After reading the book and detailing the similarities and dissimilarities between the two, the students will write a comparison summary paragraph.

Purpose of Comparison-Contrast Chart:

Comparing/contrasting historical fiction of modern-day slavery to your prior knowledge of modern-day slavery taught in lectures, class discussions and your textbook.

Directions:

As you read and annotate Patricia McCormick's, *Sold* please complete the comparison/contrast chart. For this assignment you will be examining the validity of Lakshmi's story as told by McCormick. You will need to reference your human trafficking notes taken from mini-lectures and your reading of the text *Slavery Today*, completed earlier in our investigation of modern-day slavery and human trafficking.
(Complete the Comparison-Contrast Chart on the next page)

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Sold Comparison-Contrast Chart

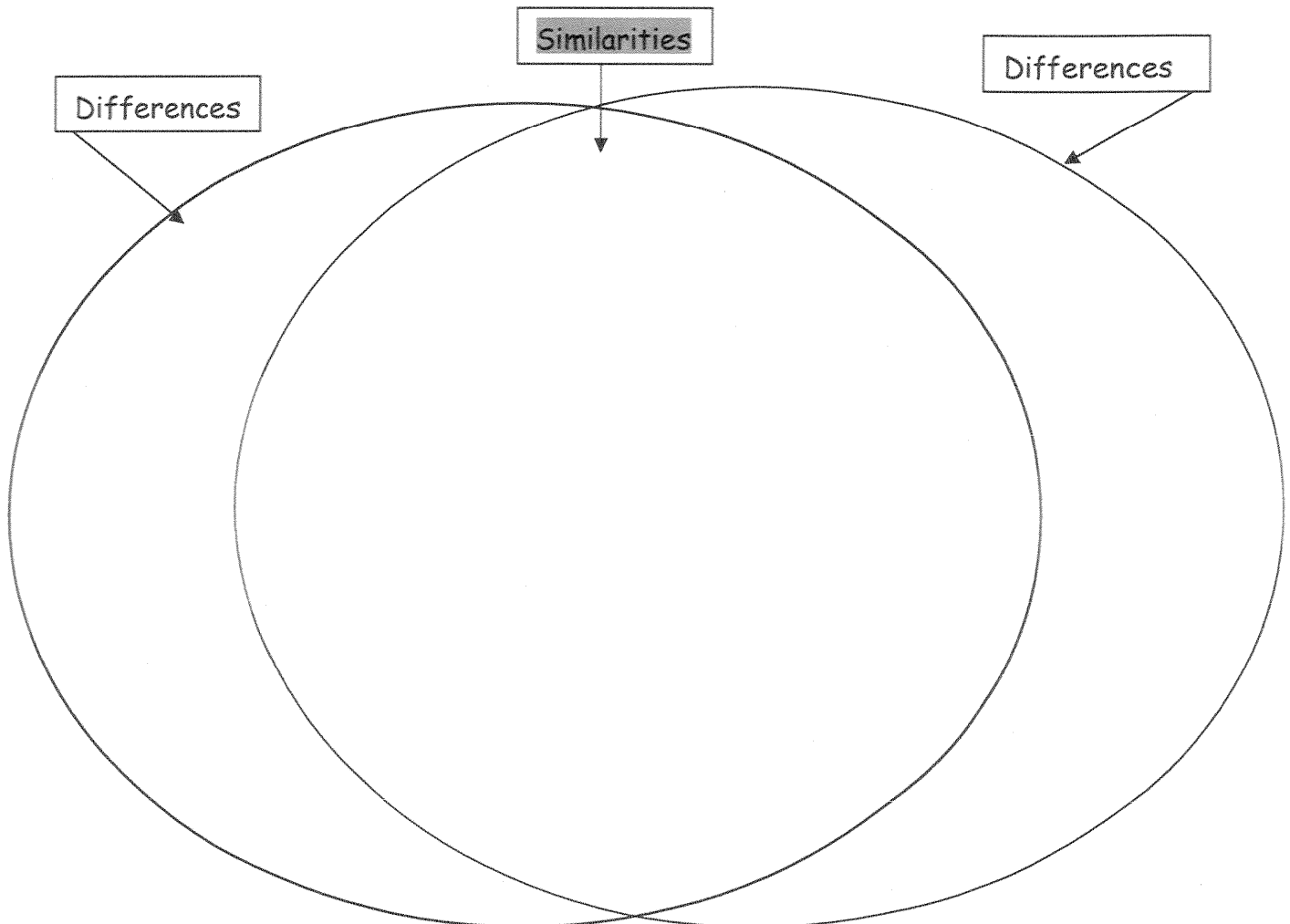
Slavery Prior Knowledge: Slavery Today, Textbook & Lecture Notes	<i>Sold</i> : Lakshmi's Story through the lens of Patricia McCormick's
<p style="text-align: center;"><u>How Are They Alike</u></p>	
<p style="text-align: center;"><u>How Are They Different</u></p>	

Teaching Modern-Day Slavery and Human Trafficking with Historical Fiction

Sold Venn Diagram

Historical Fiction: *Sold*

Prior Knowledge of Slavery:
Slavery Today and Notes



Write a comparison paragraph summarizing the relationship between *Sold* and your prior knowledge of slavery

Teaching with Primary Sources: Modern-Day Slavery Narratives

Exposing students to primary source documents is an essential component of teaching history effectively. Devising units and lessons focusing on reading, analyzing and interpreting eyewitness accounts of the past will provide students with an authentic snap shot of the past. Students are directly linked to the past through these testimonies. Evaluating history from a first-hand perspective of the past will enable students to act as if they are the historian. Through their investigations of journals, news paper articles, and autobiographies, students may formulate their own conclusions of the past and the impact an historical event had on society. These tools of discovery are fundamental components of teaching history at the secondary level. All teachers must provide students with the primary resources and lesson activities for their units of study.

Slave Narratives:

Slave narratives are exemplary primary sources for those teaching slavery. *The Narrative of Frederick Douglass: An American Slave* is an outstanding first-hand account of Frederick Douglass' life as a childhood slave and as an adult abolitionist. This autobiography does an excellent job portraying the harshness of slavery in the American south. This 19th century best seller exposed individuals to the horrors of slavery, helping to inspire an abolitionist movement. Today this primary source continues to be a powerful tool in American history classrooms.

Jesse Sage's and Liora Kasten's, *Enslaved: True Stories of Modern Day Slavery*, is a collection of modern-day slave narratives from around the world. This

Teaching with Primary Sources: Modern-Day Slavery Narratives

comprehensive assessment of modern day slavery provides one with broad investigation of all forms of modern-day slavery, human trafficking, and their impact on those exploited. Analyzing these primary accounts of contemporary slaves will provide students with an eyewitness account of this modern day crime. Evaluating these accounts will enhance a student's understanding of modern-day slavery and provide students with the necessary knowledge to draw their own conclusions and formulate their own arguments on this prominent social issue.

Examining Primary Sources through Journals:

English teachers have regularly implemented various types of journals into their lessons as instructional tools. Journals provide students with an opportunity to directly connect themselves to the learning process. The regular implementation of diversely structured journals as a common lesson activity will enable teachers to meet the needs of all students. Journals may ask students to discuss their opinions, write from the perspective of the antagonist, or reflect on what they learned and how they learned it.

History teachers should be encouraged to implement and utilize journals within their lessons. Journals are an ideal student centered lesson tool which facilitates student connection to history and the learning process. In addition, writing regularly will foster improved writing skills of all students.

Teaching with Primary Sources: Modern-Day Slavery Narratives

Types of Journals:

Dialectical Journal

The dialectical journal is a type of double-entry note-taking style which students use while reading literature. In the two columns, students write notes that dialogue with one another, resulting in critical reading and reflective questioning.

Quotation	Page	Why do I find this quotation interesting or important?

Reflective Journal

In a reflective journal entry, students identify the activity and then they reflect on the material

What Happened?	How do I feel about it?	What did I learn

Teaching with Primary Sources: Modern-Day Slavery Narratives

Response Entry Journal

The response journal allows students to record their responses to text as they read. In the left-hand column, the student copies a quote or text phrase summary which is intriguing, puzzling, moving. In the right-hand column, the student reacts to the quotation or text summary. The entry may include a comment, a question, and an analysis.

Quotation or phrase from text	Student response to quote or phrase from text

The following are additional response journal activities:

Describe the author's point of view: How does the author's attitude shape the primary source? What specific words, phrases, and/or tone used by the author reveal his or her point of view?

Agreeing or disagreeing with the author: Think of your journal as a place to carry on a dialogue with the writer of the primary source. You can ask the author of the primary source questions and then respond as the writer. In this journal, you have an opportunity to imagine yourself in his or her shoes.

Making connection with your own experience: What does the primary source make you think of? Does it remind you of paralleling events in history? Does the primary source bring to mind other related social, political, or economic issues?

Teaching with Primary Sources: Modern-Day Slavery Narratives

Response Journal Entries

Source:

Jesse Sage's and Liora Kasten's, *Enslaved: True Stories of Modern Day Slavery*.
New York. Palgrave Macmillan. 2008.

Directions:

Read and annotate Jill Leighton's, *My Life as a Slave in America* slave narrative. Leighton reflects on her experience as a sex slave in the United States. This horrifying and graphic account provides first-hand details of modern day slavery. Keep in mind that you will write a response entry journal entry at the conclusion of reading her story

Chapter Three:

My Life as a Slave in America

Jill Leighton

Directions:

Read and annotate Micheline Slattery's, *The Journey of an Orphan: In and Out of Bondage from Haiti to Connecticut* slave narrative. Slattery reflects, on her enslavement from Haiti to suburban Connecticut. Her account reveals a modern-day slave's experience as an exploited soul. After examining her story, you will write a journal entry from her perspective when she was enslaved.

Chapter One

The Journey of an Orphan: In and Out of Bondage from Haiti to Connecticut

Micheline Slattery

Teaching with Primary Sources: Modern-Day Slavery Narratives

Directions:

Read and annotate Abuk Bak's, *Beyond Abeeda: Surviving Ten Years of Slavery in Sudan* slave narrative. Bak reflects on her experience as a slave in sub-Saharan Africa. She describes how war and corruption lead to the enslavement of her people. After reading her narrative, complete a journal written from the perspective of her slave owner's children.

Chapter One:

Beyond Abeeda: Surviving Ten Years of Slavery in Sudan

Abuk Bak

Using Newspapers and Journal Articles to Teach History

Current history teachers need to reevaluate the manner in which they instruct their students. Teachers must be pushed away from their traditional history classroom settings and textbook based instructional methods. It is essential for teachers to reduce the boredom and disinterest in history and move toward implementing instructional resources that engage students in the learning process and provide relevance through active curriculum and lesson activities. For this reason, real world textbooks such as newspapers, magazines and journals should be regularly incorporated into units and lesson plans.

Too often, students have a tendency to view history as something that should be left in the past and disregard the relevance of its study. However, through these media sources, students will be directly connected to the past. These sources will enable teachers to establish links between the past, present and future, while students will be able to draw distinct parallels between history and the modern world.

Regular utilization of newspapers, magazines and journal articles is crucial in facilitating the capacity to provide significance to a student's study of history. Consistently implementing such sources into lessons will prompt students to read newspapers and other educational periodicals more frequently. Their comprehension and appreciation of this type of material will directly result in seeing and experiencing the links between history and current issues impacting the world they inhabit, while promoting literacy and lifelong learning, thus resulting in a more informed community.

Using Newspapers and Journal Articles to Teach History

Benefits of Using Newspapers and Journal Articles to Teach History:

1. Heightened language, vocabulary, reading comprehension, critical thinking, problem solving, oral expression, and listening skills.
2. Develop informed citizens and lifelong learners; it stimulates students to explore and learn more about the news and to pay attention to the news they see and hear outside of school.
3. Increased communication between students and parents.
4. Make connections between the past and present, formulate historical parallels.

Implementation of Newspapers and Journal Articles

I have included a plethora of newspaper and journal articles correlating with active student instructional strategies regarding modern-day slavery and human trafficking. These articles and instructional activities will provide other teachers with essential models that they may incorporate into their units and lessons regardless of the topic they are teaching.

Using Newspapers and Journal Articles to Teach History

Article Title: *Nannies trapped in bogus jobs*

Directions:

Prior to reading, look back at your notes and compile a detailed list that characterizes the recruitment and enslavement of humans under the modern-day slavery definition. As you read, *Nannies trapped in bogus jobs*, highlight information and quotations that parallel modern-day slavery. Next, write those notes in the column adjacent to the characteristics of the recruitment and enslavement of humans under the modern-day slavery definition. When you have completed your graphic organizer, analyze the information and formulate a hypothesis regarding this article. (Corresponding article on the following page)

Characteristics of the recruitment & enslavement of humans based on the modern-day slavery definition	Information and quotations that parallel modern-day slavery

Hypothesis:

Teachers' example:

When individuals are exploited, harassed and misinformed modern-day slavery is evident.

Further Investigation: Email the reporter and attempt to discover additional information regarding Mrs. Spivak and her questionable business practices (email nannytrap@thestar.ca) Copy me in on the email and sharing your information will garner you extra credit.

Star Investigation: Part 1

Nannies trapped in bogus jobs

March 14, 2009

Four months after being lured to Canada, housed in a basement and pressured by a nanny recruiter to work illegally, Filipina Joelina Maluto summoned the courage to take back her life.

Desperate and disillusioned, Maluto stood on the doorstep of the woman who had brokered her entry to Canada – nanny recruiter Rakela Spivak – and demanded return of the passport that had been taken from her.

Maluto claims in court documents that after her promised job with a Toronto family turned out to be bogus, she joined 16 other unemployed Filipina nannies sleeping on the floor of Spivak's basement "in custody, detention, imprisonment and incarceration, without proper food ... harassed, frightened, scared." She said she and the other nannies were "exploited to work for Rakela and under stress, pressured, pushed and oppressed."

Following a curt exchange, Spivak handed Maluto, a demure 44-year-old mother of four, her passport and then served Maluto with a lawsuit claiming the nanny owed \$3,500 in brokerage fees.

Maluto's story of mistreatment is being played out frequently across Ontario.

A *Toronto Star* investigation has found that the popular federal Live-In Caregiver Program has become a nanny trap. Hundreds, maybe thousands, of foreign caregivers have paid \$5,000 or more to come to Canada to care for children or the elderly during the last decade – jobs that too often turn out to be fake. Once here, their federal contracts are void. Faced with what is for them a crushing debt, some are forced to work illegally at part-time, sometimes menial jobs; others are deported.

Federal authorities are turning a blind eye to this exploitation.

Documents obtained by the *Star* show Canada Border Services Agency officials believe there is "ongoing fraud and misrepresentation" within the program, but the immigration and human resources departments are not taking action.

The *Star* presented its investigative findings to Immigration Minister Jason Kenney who said his department is aware there is abuse in the program.

"We have this whole industry, most of which is unlicensed and unregulated, and large numbers of unscrupulous operations in Canada and throughout the world who exploit people's dreams and hopes to come to Canada," he said.

Kenney says he has asked his officials to recommend changes to tighten controls over the program.

The *Star* has interviewed two-dozen caregivers who came to Canada over the past five years. Almost all arrived to find their employers did not exist or had hired someone else.

"It's a human depot," said Frank Luna, the labour attaché with the Philippine consulate in Toronto. "The exploitation has been so widespread and going on for so long that the perpetrators no longer feel or see evil in what they do."

In an interview, Spivak said she runs a reputable business – Rakela Care International – that brings about 200 foreign caregivers to Canada each year, mostly Filipinas coming via Hong Kong. She denied housing nannies in her basement, and claimed Maluto used her to get to Canada.

"They come here and they use me and they run away," said Spivak, whose advertisements overseas promise "real jobs" and "real employers" that will make a prospective nanny's "dream come true."

Spivak said it is not her fault if employers who use her services decide they do not want a nanny.

"It's nothing to do with me. I never know until they arrive if the client wants them," Spivak said.

In an interview, Spivak would not address allegations that her agency is violating the rules of the federal program and is exploiting nannies with high fees while failing to deliver the promised jobs.

Instead, she talked of how she trains all her nannies to do laundry and cook; and produced cards and a guest book, filled with supportive comments from nannies expressing thanks for her help.

The 17-year-old federal Live-in Caregiver Program, designed to fill a shortage of nannies, allows Canadians to import foreign caregivers through employment agencies, which in Ontario are neither regulated nor licensed.

Anyone can open a nanny importing business. The Internet is replete with ads from dozens of Ontario agencies claiming to have nannies on hand.

The promised payoff for the nannies is a chance at landed immigrant status after two years of work. The number of foreign nannies given permits to work in Canada has tripled in the last five years (from 3,458 in 2002 to 11,878 in 2007, the most recent information available). Most are from the Philippines.

Likewise, the number of approvals Canadian families received to hire overseas nannies – issued by Human Resources and Skills Development Canada – hit nearly 36,000 last year, about 11,000 more than were issued two years before.

A border services source told the *Star* the level of fraud in the program is also growing.

On many days "at least 90 per cent of the women coming in as caregivers come in for bogus employers," said one official on the condition of anonymity. "The minute they start working illegally they are open to exploitation by both the agencies and the employers.

"This is clearly human trafficking," the border services source said.

A bulletin from the Anti-Fraud and Human Trafficking Section of the Canada Border Services Agency last March cites a "trend occurring in which dishonest employment agencies sign up fraudulent 'employers' to bring live-in caregivers to Canada but the contracts disappear once the caregivers arrive," the memo reads. "The caregivers are innocent and are left obligated to pay the agency fees but are left without employment."

But instead of going after the agencies, the government nabs some of the nannies, with the authority of a 2007 Federal Court ruling that found caregivers with bogus contracts cannot remain in Canada even if they find a legitimate job.

"This is so unfair to these women who have given up everything and taken on so much debt to come here and work," said Pura Velasco, of the Caregivers Support Services Centre. "We have to stand up as a community and make the government account for its lack of respect for us."

Advocates such as Velasco regularly host meetings across the GTA where nannies speak angrily about their predicament.

One recent meeting in a North York auditorium attracted more than 120 nannies. They complained openly about the fees, and the bogus families. Some talked about being forced to work 12- to 15-hour days without overtime, days off or even minimum wage salaries.

Others complained of isolation, lack of nutritious food and mistreatment by employers.

"We look at Canada as the land of milk and honey," said Mel, a 50-year-old Filipina nanny and mother of two children in the Philippines shortly after two *Star* reporters helped her leave a home where, she said, she had been verbally abused and mistreated.

"Everyone wants to come to Canada – until they're here."

Marsha Mason, director of Intercede, a non-profit agency that counsels domestic workers, said most of the 5,000 cases the agency handles each year are Filipina caregivers.

Mason says she recently gave \$100 from her own pocket to a nanny who didn't have enough to buy sanitary napkins and deodorant.

The practice of charging fees to the nannies to secure them work is banned by governments in all western provinces, but not in Ontario. The Philippines government also bans the practice, but it still goes on, with many agencies getting around the laws by recruiting nannies working in Hong Kong, Singapore and Dubai.

Some nanny advocates say agencies should charge families for arranging a caregiver. While some respectable agencies do this, they say they lose business to agencies that just charge the nanny. Some agencies charge both the employer and the nanny.

Memos obtained by the *Star* show federal enforcement officials have repeatedly warned their bosses that the program leaves "innocent victims" open to exploitation by both agencies and employers. One memo from the Border Services Agency lists about 20 Toronto-area Live-In Caregiver agencies and individuals suspected of fraud, and recommends they be prosecuted.

Another memo from an enforcement officer at Pearson International Airport states the problem is widespread.

"Again today we had another live-in caregiver with no employer," the memo reads. "The integrity of the program seems to be in jeopardy."

At Pearson, some officials call to see if an employer exists. Most do not. Typically, the women are allowed to enter the country, are picked up by an agency driver, and then housed in basements or dingy apartments run by the agencies.

For nannies who can't afford to pay their placement fees up front, some agencies offer financing by closely related companies that charge interest of up to 20 per cent.

Some agencies compel the women to open bank accounts into which their paycheques are deposited until their placement fees are paid back. Caregivers who cannot – or refuse to – pay sometimes find themselves in small claims court fending off lawsuits

from their recruitment agents. Spivak has sued two and threatened a third nanny with a lawsuit.

"It's as if all the agencies got together and came up with a template for exploitation," said Velasco, a former caregiver who has spent the past 20 years advocating for nannies' rights. "We have to stand up against this intolerable situation. It's disgusting what's happening to these women."

Three nannies interviewed by the *Star* say their lives in Canada became so intolerable they seriously considered suicide. One of these women is Joelina Maluto, brought in by the Rakela Agency.

"I was so depressed, I didn't want to keep living," said Maluto, who paid Spivak's agency \$1,100 up front in the Philippines for a job as a caregiver looking after six children with a Thornhill family – a job that had disappeared when she arrived.

"My children are desperate and asking for money and I had nothing to send them," she said of her four daughters back in the Philippines.

Rakela Spivak has sued Maluto claiming unpaid fees; Maluto has filed a defence alleging mistreatment by the Rakela Agency. The claim and counterclaim are allegations and have not been proven in court.

Spivak runs her agency out of her spacious Thornhill home, using her red Range Rover (licence plate RAKELA) to drive new nannies to the bank and other appointments. She advertises in hockey rinks and the local *Shalom Toronto* newspaper. Her ads boast of the 2006 "Excellent Service Awards," an honour she said she bestowed on herself at the urging of a group of nannies.

To bring in a foreign caregiver, federal regulations state that a family with suitable income must sponsor the nanny. An application must be filled out, paperwork processed, typically taking up to a year.

But Spivak, and many other agencies, can get you a nanny almost instantly. The *Star* found that's because a person who applies for a nanny today is actually getting one that was sponsored by another family months earlier.

When a *Star* reporter posing as a potential client visited Spivak, she said a nanny could be provided within a week, and acknowledged that the proper application process would take much longer.

Asked if the government could learn of the illegal employment, she told the would-be client: "Why would they have to find out?"

Spivak also said her nannies work well beyond the contractual eight hours without overtime pay.

"No, no overtime ... don't worry about that. I've never had any problems with this."

Maluto is one of nine nannies interviewed by the *Star* who came to Canada through Spivak's Rakela Care Agency.

All said Spivak promised them jobs for fees ranging between \$2,500 and \$3,500, which ballooned to \$5,000 when they arrived in Toronto. All but one arrived to learn their jobs didn't exist. None had ever even spoken to employers who supposedly filled out the federal paperwork to sponsor them.

Spivak demanded the nannies sign contracts that required turning over their passports and social insurance cards.

Most were housed in Spivak's basement for as many as two weeks with as many as a dozen other women. The nannies say they slept on mattresses on the floor and spent their days cleaning the house and cooking for Spivak's family.

If the basement becomes too crowded, some are moved to an apartment at Steeles Ave. and Bathurst St. To pay their debt to Spivak, most were offered part-time jobs cleaning homes, which immediately placed them in violation of immigration rules that stipulate they must work and live with the family that sponsored them.

In an interview at her home office, Spivak denied telling the undercover reporter she could provide a nanny without proper federal approvals. She acknowledged the Hong Kong government warned her in 2007 about recruiting there without a licence.

She said the matter has been resolved and she visits Hong Kong several times a year to hold "orientation" seminars for nannies interested in Canada. Her caring treatment of the women has often been abused, Spivak said.

"You should talk about the girls that come here and are using me," she said. "Some come here to find guys and get pregnant. You know how many are pregnant?"

As to the passports, Spivak said she collects them "for safe keeping." She recently received a stern letter from the Philippine consulate in Toronto demanding she return them to their owners. Spivak said she will comply.

Until the consulate letter, nannies interviewed by the *Star* said Spivak would not return passports until placement fees were paid up.

Immigration Canada's website alerts foreign workers that employers cannot take their passports.

In the food court of Thornhill's Promenade Mall last month, half a dozen nannies lined up to hand cash to one of Spivak's assistants, who handed them back receipts.

Six of the women who spoke with the *Star* all said they worked longer than the 40-hour weeks listed in their contracts, without overtime.

Ali Martell, a former Spivak client, said she received a strange call from an Immigration official in 2007 telling her that her nanny had just arrived at the Vancouver airport.

The Martells had gone to Spivak months earlier asking for a nanny for their three children. Spivak had them fill out an application form and got them a nanny within days.

"We picked up (the nanny) and she had a completely different name than the name we were originally given."

When the nanny quit three months later, Martell said she cancelled all ties with Spivak. But Spivak used the previous application to bring a nanny to Canada without her permission, Martell said.

"It makes me sick to think about it," Martell said in an interview. "What happens to this poor woman who just showed up in Vancouver, completely alone, thinking she was going to have a job? I was devastated for her."

In an interview, Spivak denied misrepresenting her services to the Martells and said the couple never cancelled their original request for a nanny. As for providing nannies quickly, Spivak said if a family wishes to hire a caregiver without the proper federal work permits, "that's their problem, not mine."

The reporters can be reached at 416-945-8674 or at nannytrap@thestar.ca.

Using Newspapers and Journal Articles to Teach History

Article Title: *Of Human Bondage*

Directions:

Read and annotate *Of human bondage*. After reading, write down the most pertinent information in the graphic organizer necessary for an article summary. Finally you will write a one paragraph summary of the Wall Street Journal Article. Summaries will be shared with your partner for peer editing. Before writing please look back at your summary writing guide for assistance. (Corresponding article on the following page)

Type of article	
Title of article	
Primary focus of article	
First paragraph evidence	
Second paragraph evidence	
Third paragraph evidence	
Fourth paragraph evidence	
Fifth paragraph evidence	
Sixth paragraph evidence	

Article Summary:

Of Human Bondage

Wall Street Journal. (Eastern edition). New York, N.Y.: Jun 10, 2008. pg. A.16

The biofuels boom has contributed to the recent spike in food prices that threatens the world's poor. In Brazil, home of ethanol made from sugar cane, it's had another unintended consequence: slavery. The use of forced labor to work in sugar cane plantations is "a growing trend," according to the U.S. State Department's latest report on human trafficking.

The annual report, released last week, documents sexual exploitation and forced labor in 170 countries. It is always a tough read. This year's edition records the appalling abuse of men, women and children in brothels, factories and farms -- often while government looks the other way -- and spots trends. Every country receives a ranking based on its record in prosecuting exploiters, protecting victims and preventing abuses.

Oil-rich Russia, for instance, is now more likely to import prostitutes and forced laborers, often from Central Asia, than to export them. India, which has taken welcome steps to protect prostitutes and child laborers, has done little to help bonded workers, usually of lower castes. China is cited for, among other things, a recent scandal involving the relocation of children from the interior to work in electronics factories in coastal Guangdong Province. It's also criticized for its treatment of tens of thousands of North Korean refugees, who are sold as brides or into brothels or forced to work under brutal conditions in logging camps.

The report also lists products made with forced labor. They include shrimp from Thailand and Bangladesh; clothing from Bangladesh, India, Jordan and Malaysia; cotton harvested in Uzbekistan; cocoa from Ghana and Cote d'Ivoire; and pig iron from Brazil. Not all products in these industries are made with slave labor, and it's too bad the report does not identify companies that buy or sell tainted products.

There is some good news. Among the countries that improved are Mexico, Croatia and Kenya. Madagascar is the only nation in Africa to receive top marks, thanks to a government determined to wipe out sexual tourism. The United Arab Emirates is the only Middle Eastern country other than Israel to reach the second tier, due to its efforts to combat abuse against foreign workers employed as domestics or in construction.

U.S. Ambassador Mark Lagon says "there is now more awareness" of human trafficking than there was seven years ago when his office began its work, and more countries have enacted laws to combat it. That said, modern-day slavery remains a scourge. The more light that can be shed on it the better chance of wiping it out.

Using Newspapers and Journal Articles to Teach History

Article Title: *10 Americans accused of trafficking Haitian Children*

Directions:

After reading and annotating the news article, answer the following questions in complete sentences. You may be called upon to share your answers with the class. During the final twenty-five minutes of the lesson you will be asked to participate in a Socratic Seminar.
(Correlating article on the following page)

Guided reading questions:

1. What occurred in Haiti that prompted this possible child trafficking case? Is this a common theme with modern-day slavery? What are some other potential causes to modern-day slavery and where have they occurred?
2. Who are the individuals charged and what are they claiming in their defense?
3. Describe the new Haitian controls put in place to prevent adoptions during this time of chaos?
4. Evaluate the current situation in Haiti (be specific and descriptive). What would you do if you could not care for your child under these conditions?

Teacher Notes:

The following are possible discussion questions the teacher may use for the Socratic Seminar.

1. To what extent is the government responsible for preventing trafficking?
2. What makes these individuals guilty or not guilty of human trafficking?
3. Does the American government possess the authority to step in and pressure the Haitian government to free these individuals?

Based on the discussion among students, the teacher can act as facilitator and as supplemental questions along the way that coincide with the student led discussion

10 Americans accused of trafficking Haitian children

FRANK BAJAK
and PAISLEY DODDS
THE ASSOCIATED PRESS

PORT-AU-PRINCE, Haiti — Ten Americans were detained by Haitian police on Saturday as they tried to bus 33 children across the border into the Dominican Republic, allegedly without proper documents.

The Baptist church members from Idaho called it a "Haitian Orphan Rescue Mission," meant to save abandoned children from the chaos following Haiti's earthquake. Their plan was to

scoop up 100 kids and take them by bus to a rented hotel at a beach resort in the Dominican Republic, where they planned to establish an orphanage.

Whether they realized it or not, these Americans — the first known to be taken into custody since the Jan. 12 earthquake — put themselves in the middle of a firestorm in Haiti, where government leaders have suspended adoptions amid fears that parentless or lost children are more vulnerable than ever to child trafficking.

"In this chaos the government is in right now we were just trying to do the right thing," the group's leader, Laura Silsby, told reporters at the judicial police headquarters in the capital, where the Americans were being held pending a Monday hearing before a judge.

Silsby, 40, of Boise, Idaho, said they only had the best of intentions and paid no money for the children, whom she said they obtained from well-known Haitian pastor named Jean Sanbil of the Sharing Jesus Ministries.

Social Affairs Minister Yves Cristallin told reporters the Americans were suspected of taking part in an illegal adoption scheme.

Many children in Haitian orphanages aren't actually orphans but have been abandoned by family who cannot afford to care for them. Advocates both here and abroad caution that with so many people unaccounted for, adoptions should not go for



RODRIGO ABD The Associated Press

As food and water trickle in to Port-au-Prince, Haiti, the lack of latrines for the nearly 1 million homeless people may cause diseases to rapidly spread.

ward until it can be determined that the children have no relatives who can raise them.

Haiti has imposed new controls on adoptions since the earthquake, which left thousands of children separated from their parents or orphaned. The government now requires Prime Minister Max Bellerive to personally authorize the departure of any child as a way to prevent child trafficking.

Silsby said they had documents from the Dominican government, but did not seek any paperwork from the Haitian authorities before taking 33 children from 2 months to 12 years old to the border, where Haitian police stopped them Friday evening. She said the children were brought to her by distant relatives, and that the only ones to be put up for adoption would be

those without close family to care for them.

The 10 Americans include members of the Central Valley Baptist Church in Meridian, Idaho and the East Side Baptist Church in Twin Falls, Idaho, as well as people from Texas and Kansas.

Earlier, relief officials in Port-au-Prince said a lack of sanitation threatens to create killer diseases in the vast refugee camps where hundreds of thousands of earthquake survivors have crammed in together, relief officials said Saturday. The need for latrines has joined food, water and shelter as a major concern.

Just one portable toilet serves about 2,000 people in a sprawling camp across from the collapsed National Palace. Most use a gutter next to where vendors cook food and mothers struggle to bathe their children.

Using Newspapers and Journal Articles to Teach History

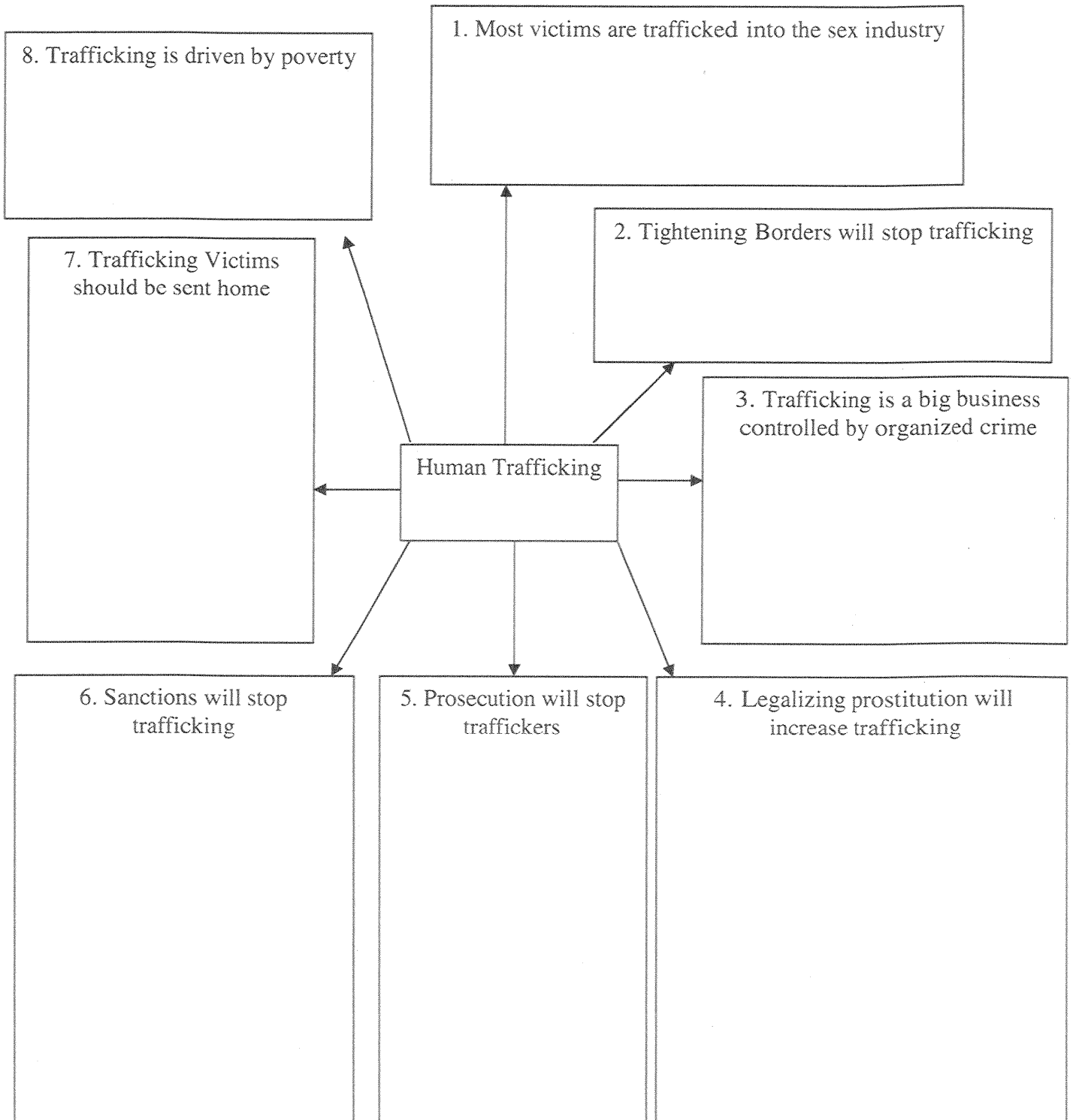
Article Title: *Hunan Trafficking*.

Reading Activity: Jigsaw Discovery

Direction:

In your table groups you have been dealt a 3x5 card with a number on it. The number you receive indicates which expert group you belong to and the section of the journal you will read. After getting into your expert groups read, and annotate your given section of the document. With your expert groups, determine what information from the document is most pertinent and write it in the graphic organizer. Lastly you will rejoin your table groups and present your discoveries to them.

Using Newspapers and Journal Articles to Teach History



Using Newspapers and Journal Articles to Teach History

US Department of Health and Human Services

The Campaign to Rescue and Restore Victims of Human Trafficking

Activity: Students teaching each other

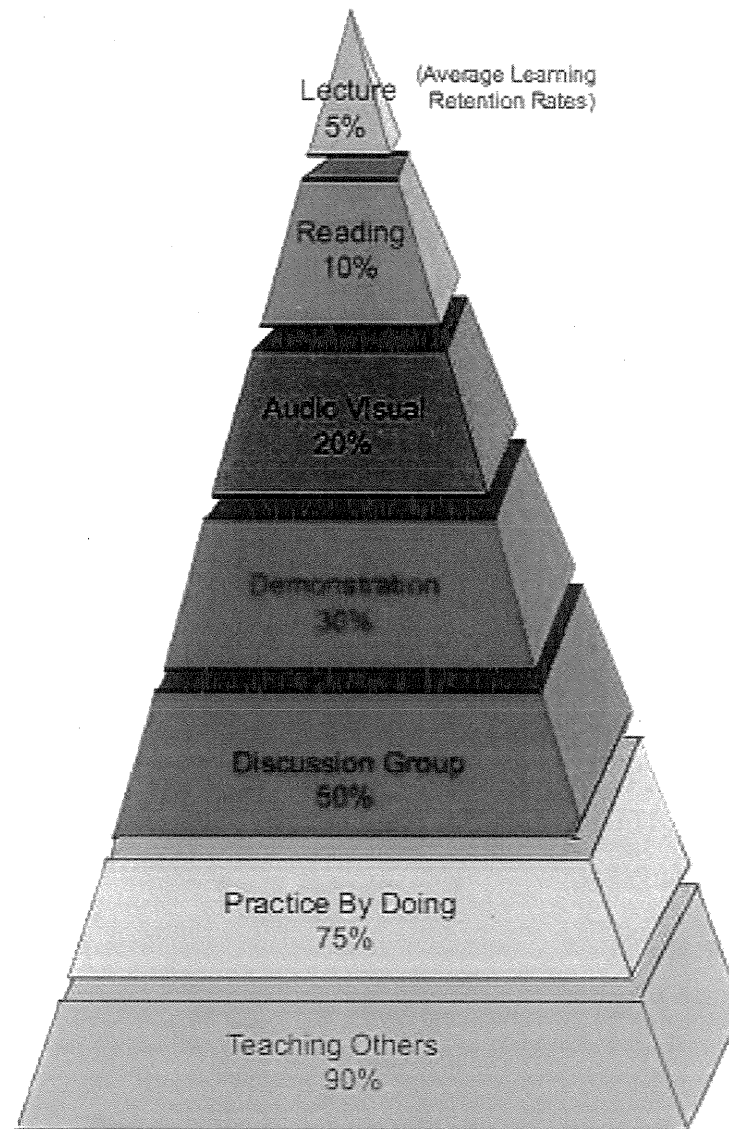
Directions:

Each table group will be given a specific human trafficking fact sheet. After reading it independently, students will discuss and determine which information is most pertinent. After sorting through the information, students will devise a method of presenting their discoveries to the class. They may create a power point presentation, overhead notes, or a graphic organizer to teach their classmates the aspect of human trafficking they investigated. (Correlating documents on the following pages)

Teaching others:

Students will be informed of the cognitive benefits of student's teaching each other. Research reveals that the act of students teaching students provides the greatest average learning retention rate. The learning pyramid on the following page indicates the rate of retention for students when they teach their peers is approximately 90%.

Learning Pyramid



(National Training Laboratories, Bethel, Maine)

FACT SHEET: HUMAN TRAFFICKING

Human trafficking is a modern-day form of slavery. Victims of human trafficking are subjected to force, fraud, or coercion, for the purpose of sexual exploitation or forced labor. Victims are young children, teenagers, men and women.

After drug dealing, human trafficking is tied with the illegal arms industry as the second largest criminal industry in the world today, and it is the fastest growing.

The Trafficking Victims Protection Act of 2000 (TVPA) defines “Severe Forms of Trafficking in Persons” as:

- **Sex Trafficking:** the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act, in which a commercial sex act is induced by force, fraud, or coercion, or in which the person forced to perform such an act is under the age of 18 years; or
- **Labor Trafficking:** the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage or slavery.

Trafficking Victims

Approximately 600,000 to 800,000 victims annually are trafficked across international borders worldwide, according to the U.S. Department of State. These estimates include women, men and children. Victims are generally trafficked into the U.S. from Asia, Central and South America, and Eastern Europe. Many victims trafficked into the United States do not speak and understand English and are therefore isolated and unable to communicate with service providers, law enforcement and others who might be able to help them.

How Victims Are Trafficked

Many victims of trafficking are exploited for purposes of commercial sex, including prostitution, stripping, pornography and live-sex shows. However, trafficking also takes place as labor exploitation, such as domestic servitude, sweatshop factories, or migrant agricultural work. Traffickers use force, fraud and coercion to compel women, men and children to engage in these activities.

Force involves the use of rape, beatings and confinement to control victims. Forceful violence is used especially during the early stages of victimization, known as the ‘seasoning process’, which is used to break victim’s resistance to make them easier to control.

Fraud often involves false offers that induce people into trafficking situations. For example, women and children will reply to advertisements promising jobs as waitresses, maids and dancers in other countries and are then trafficked for purposes of prostitution once they arrive at their destinations.

Coercion involves threats of serious harm to, or physical restraint of, any person; any scheme, plan or pattern intended to cause a person to believe that failure to perform an act would result in serious harm to or physical restraint against any person; or the abuse or threatened abuse of the legal process.

Victims of trafficking are often subjected to debt-bondage, usually in the context of paying off transportation fees into the destination countries. Traffickers often threaten victims with injury or death, or the safety of the victims' family back home. Traffickers commonly take away the victims' travel documents and isolate them to make escape more difficult.

Victims do not realize that their debts are often legally unenforceable and, in any event, that it is illegal for traffickers to dictate how they have to pay off their debts. In many cases, the victims are trapped into a cycle of debt because they have to pay for all living expenses in addition to the initial transportation expenses. Fines for not meeting daily quotas of service or "bad" behavior are also used by some trafficking operations to increase debt. Most trafficked victims rarely see the money they are supposedly earning and may not even know the specific amount of their debt. Even if the victims sense that debt-bondage is unjust, it is difficult for them to find help because of language, social, and physical barriers that keep them from obtaining assistance.

Trafficking vs. Smuggling

Trafficking is not smuggling. There are several important differences between trafficking and smuggling:

Human Trafficking Vs.	Migrant Smuggling
<ul style="list-style-type: none">• Victims either do not consent to their situations, or if they initially consent, that consent is rendered meaningless by the actions of the traffickers.• Ongoing exploitation of victims to generate illicit profits for the traffickers.• Trafficking need not entail the physical movement of a person (but must entail the exploitation of the person for labor or sex	<ul style="list-style-type: none">• Migrant smuggling includes those who consent to being smuggled.• Smuggling is a breach of the integrity of a nation's borders.• Smuggling is always transnational.

Help for Victims of Trafficking

Prior to the enactment of the TVPA in October 2000, no comprehensive Federal law existed to protect victims of trafficking or to prosecute their traffickers. The TVPA is intended to prevent human trafficking overseas, to increase prosecution of human traffickers in the United States, and to protect victims and provide Federal and state assistance to certain victims so that they can rebuild their lives in the United States. Victims of human trafficking who are not U.S. citizens are eligible for a special visa and can receive benefits and services through the TVPA to the same extent as refugees. Victims of trafficking who are U.S. citizens may already be eligible for many benefits due to their citizenship.

If you think you have come in contact with a victim of human trafficking, call the **National Human Trafficking Resource Center at 1.888.3737.888**. This hotline will help you determine if you have encountered victims of human trafficking, will identify local resources available in your community to help victims, and will help you coordinate with local social service organizations to help protect and serve victims so they can begin the process of restoring their lives. For more information on human trafficking visit www.acf.hhs.gov/trafficking.

Reading 2

FACT SHEET: SEX TRAFFICKING

Sex trafficking is a modern-day form of slavery in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act is under the age of 18 years. Enactment of the Trafficking Victims Protection Act of 2000 (TVPA) made sex trafficking a serious violation of Federal law. The TVPA also recognizes labor trafficking, which is discussed in a separate fact sheet.

As defined by the TVPA, the term 'commercial sex act' means any sex act on account of which anything of value is given to or received by any person.

The TVPA recognizes that traffickers use psychological and well as physical coercion and bondage, and it defines coercion to include: threats of serious harm to or physical restraint against any person; any scheme, plan, or pattern intended to cause a person to believe that failure to perform an act would result in serious harm to or physical restraint against any person; or the abuse or threatened abuse of the legal process.

Victims of Sex Trafficking and What They Face

Victims of sex trafficking can be women or men, girls or boys, but the majority are women and girls. There are a number of common patterns for luring victims into situations of sex trafficking, including:

- A promise of a good job in another country
- A false marriage proposal turned into a bondage situation
- Being sold into the sex trade by parents, husbands, boyfriends
- Being kidnapped by traffickers

Sex traffickers frequently subject their victims to debt-bondage, an illegal practice in which the traffickers tell their victims that they owe money (often relating to the victims' living expenses and transport into the country) and that they must pledge their personal services to repay the debt.

Sex traffickers use a variety of methods to "condition" their victims including starvation, confinement, beatings, physical abuse, rape, gang rape, threats of violence to the victims and the victims' families, forced drug use and the threat of shaming their victims by revealing their activities to their family and their families' friends.

Victims face numerous health risks. Physical risks include drug and alcohol addiction; physical injuries (broken bones, concussions, burns, vaginal/anal tearings); traumatic brain injury (TBI) resulting in memory loss, dizziness, headaches, numbness; sexually transmitted diseases (e.g., HIV/AIDS, gonorrhea, syphilis, UTIs,

pubic lice); sterility, miscarriages, menstrual problems; other diseases (e.g., TB, hepatitis, malaria, pneumonia); and forced or coerced abortions.

Psychological harms include mind/body separation/disassociated ego states, shame, grief, fear, distrust, hatred of men, self-hatred, suicide, and suicidal thoughts. Victims are at risk for Posttraumatic Stress Disorder (PTSD) – acute anxiety, depression, insomnia, physical hyper-alertness, self-loathing that is long-lasting and resistant to change (complex-PTSD).

Victims may also suffer from traumatic bonding – a form of coercive control in which the perpetrator instills in the victim fear as well as gratitude for being allowed to live.

Types of Sex Trafficking

Victims of trafficking are forced into various forms of commercial sexual exploitation including prostitution, pornography, stripping, live-sex shows, mail-order brides, military prostitution and sex tourism.

Victims trafficked into prostitution and pornography are usually involved in the most exploitive forms of commercial sex operations. Sex trafficking operations can be found in highly-visible venues such as street prostitution, as well as more underground systems such as closed-brothels that operate out of residential homes. Sex trafficking also takes place in a variety of public and private locations such as massage parlors, spas, strip clubs and other fronts for prostitution. Victims may start off dancing or stripping in clubs and then be coerced into situations of prostitution and pornography.

Assistance for Victims of Sex Trafficking

When victims of trafficking are identified, the U.S. government can help them adjust their immigration status, and obtain support and assistance in rebuilding their lives in the United States through various programs. By certifying victims of trafficking, the U.S. Department of Health and Human Services (HHS) enables trafficking victims who are non-U.S. citizens to receive Federally funded benefits and services to the same extent as a refugee. Victims of trafficking who are U.S. citizens do not need to be certified to receive benefits. As U.S. citizens, they may already be eligible for many benefits.

Through HHS, victims can access benefits and services including food, health care and employment assistance. Certified victims of trafficking can obtain access to services that provide English language instruction and skills training for job placement. Since many victims are reluctant to come forward for fear of being deported, one of HHS' most important roles is to connect victims with non-profit organizations prepared to assist them and address their specific needs. These organizations can provide counseling, case management and benefit coordination.

If you think you have come in contact with a victim of human trafficking, call the **National Human Trafficking Resource Center at 1.888.3737.888**. This hotline will help you determine if you have encountered victims of human trafficking, will identify local resources available in your community to help victims, and will help you coordinate with local social service organizations to help protect and serve victims so they can begin the process of restoring their lives. For more information on human trafficking visit www.acf.hhs.gov/trafficking.

Reading 3

FACT SHEET: LABOR TRAFFICKING

The Trafficking Victims Protection Act of 2000 (TVPA) defines labor trafficking as: “The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage or slavery.” The TVPA also recognizes sex trafficking, which is discussed in a separate fact sheet. A modern-day form of slavery, labor trafficking is a fundamental violation of human rights.

Forms of Labor Trafficking

There are several forms of exploitative practices linked to labor trafficking, including bonded labor, forced labor and child labor.

- **Bonded labor**, or debt bondage, is probably the least known form of labor trafficking today, and yet it is the most widely used method of enslaving people. Victims become bonded laborers when their labor is demanded as a means of repayment for a loan or service in which its terms and conditions have not been defined or in which the value of the victims’ services as reasonably assessed is not applied toward the liquidation of the debt. The value of their work is greater than the original sum of money “borrowed.”

- **Forced labor** is a situation in which victims are forced to work against their own will, under the threat of violence or some other form of punishment, their freedom is restricted and a degree of ownership is exerted. Forms of forced labor can include domestic servitude; agricultural labor; sweatshop factory labor; janitorial, food service and other service industry labor; and begging.

Child labor is a form of work that is likely to be hazardous to the health and/or physical, mental, spiritual, moral or social development of children and can interfere with their education. The International Labor Organization estimates worldwide that there are 246 million exploited children aged between 5 and 17 involved in debt bondage, forced recruitment for armed conflict, prostitution, pornography, the illegal drug trade, the illegal arms trade and other illicit activities around the world.

Identifying Victims of Labor Trafficking

Victims of labor trafficking are not a homogenous group of people. Victims are young children, teenagers, men and women. Some of them enter the country legally on worker visas for domestic, “entertainment,” computer and agricultural work, while others enter illegally. Some work in legal occupations such as domestic, factory or construction work, while others toil in illegal industries such as the drug and arms trade or panhandling. Although there is no single way to identify victims of labor trafficking, some common patterns include:

- Victims are often kept isolated to prevent them from getting help. Their activities are restricted and are typically watched, escorted or guarded by associates of traffickers. Traffickers may “coach” them to answer questions with a cover story about being a student or tourist.
- Victims may be blackmailed by traffickers using the victims’ status as an undocumented alien or their participation in an “illegal” industry. By threatening to report them to law enforcement or immigration officials, traffickers keep victims compliant.
- People who are trafficked often come from unstable and economically devastated places as traffickers frequently identify vulnerable populations characterized by oppression, high rates of illiteracy, little social mobility and few economic opportunities.
- Women and children are overwhelmingly trafficked in labor arenas because of their relative lack of power, social marginalization, and their overall status as compared to men.

Health Impacts of Labor Trafficking

In addition to the human rights abuses that define their involuntary servitude, victims of labor trafficking suffer from a variety of physical and mental health problems:

- Various methods of forced labor expose victims of labor trafficking to physical abuse such as scars, headaches, hearing loss, cardiovascular/respiratory problems, and limb amputation. Victims of labor trafficking may also develop chronic back, visual and respiratory problems from working in agriculture, construction or manufacturing under dangerous conditions.
- The psychological effects of torture are helplessness, shame and humiliation, shock, denial and disbelief, disorientation and confusion, and anxiety disorders including posttraumatic stress disorder (PTSD), phobias, panic attacks, and depression.
- Many victims also develop Traumatic Bonding or “Stockholm Syndrome,” which is characterized by cognitive distortions where reciprocal positive feelings develop between captors and their hostages. This bond is a type of human survival instinct and helps the victim cope with the captivity.
- Child victims of labor trafficking are often malnourished to the extent that they may never reach their full height, they may have poorly formed or rotting teeth, and later they may experience reproductive problems.

Assistance for Victims of Labor Trafficking

When victims of trafficking are identified, the U.S. government can help them stabilize their immigration status, and obtain support and assistance in rebuilding their lives in the United States through various programs. By certifying victims of trafficking, the U.S. Department of Health and Human Services (HHS) enables trafficking victims who are non-U.S. citizens to receive federally funded benefits and services to the same extent as a refugee. Victims of trafficking who are U.S. citizens

do not need to be certified to receive benefits. As U.S. citizens, they may already be eligible for many benefits.

As a result of the certification or eligibility letters issued by HHS, victims can access benefits and services including food, health care and employment assistance. Certified victims of trafficking can obtain access to services that provide English language instruction and skills training for job placement. Since many victims are reluctant to come forward for fear of being deported, one of HHS' most important roles is to connect victims with non-profit organizations prepared to assist them and address their specific needs. These organizations can provide counseling, case management and benefit coordination.

If you think you have come in contact with a victim of human trafficking, call the **National Human Trafficking Resource Center at 1.888.3737.888**. This hotline will help you determine if you have encountered victims of human trafficking, will identify local resources available in your community to help victims, and will help you coordinate with local social service organizations to help protect and serve victims so they can begin the process of restoring their lives. For more information on human trafficking visit www.acf.hhs.gov/trafficking.

Reading 4

FACT SHEET: CHILD VICTIMS

What does the human trafficking of children look like in the United States?

Across the globe, traffickers buy and sell children, exploiting them for sex and forced labor, and moving them across international borders. Child victims are trafficked into the United States from Africa, Asia, Central and South America, and Eastern Europe. In the United States, children are subjected to human trafficking in many different sectors. Examples include prostitution on the streets or in a private residence, club, hotel, spa, or massage parlor; online commercial sexual exploitation; exotic dancing/stripping; agricultural, factory, or meatpacking work; construction; domestic labor in a home; restaurant/bar work; illegal drug trade; door-to-door sales, street peddling, or begging; or hair, nail, and beauty salons. Family members, acquaintances, pimps, employers, smugglers, and strangers traffic children. They often prey upon the children's vulnerabilities – their hopes for an education, a job, or a better life in another country – and may use psychological intimidation or violence to control the children and gain financial benefits from their exploitation. Trafficked children may show signs of shame or disorientation; be hungry and malnourished; experience traumatic bonding (Stockholm syndrome) and fear government officials, such as police and immigration officers.

What is the definition of human trafficking under U.S. federal law?

The Trafficking Victims Protection Act of 2000 (TVPA) defines “severe forms of human trafficking” as:

The recruitment, harboring, transportation, provision, or obtaining of a person for

- **sex trafficking** in which a **commercial sex act** is induced by force, fraud, or coercion, **or in which the person induced to perform such act has not attained 18 years of age**; or
- **labor or services**, through the use of **force, fraud, or coercion** for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

Coercion includes threats of physical or psychological harm to children and/or their families. **Any child (under the age of 18) engaged in commercial sex is a victim of trafficking.**

How do I report human trafficking?

If a child is in urgent need of assistance, contact law enforcement or child protective services to report abuse, neglect, or exploitation of a child. The Childhelp® National

Child Abuse Hotline professional crisis counselors can connect a caller with a local number to report abuse. Contact Childhelp at 1.800.4.A.CHILD. (1.800.422.4453).

The National Center for Missing & Exploited Children® (NCMEC) aims to prevent child abduction and sexual exploitation; help find missing children; and assist victims of child abduction and sexual exploitation, their families, and the professionals who serve them. Contact NCMEC at 1.800.THE.LOST (1.800.843.5678).

The HHS-funded National Human Trafficking Resource Center (NHTRC) operates a hotline 24 hours a day, every day. The NHTRC will help callers identify and coordinate with local organizations that protect and serve victims of trafficking. Contact the NHTRC at 1.888.3737.888.

What are my reporting responsibilities if I am a government official?

The TVPA, as amended, requires Federal, State, or local officials to notify HHS within 24 hours of discovering a child *who may be* a foreign victim of trafficking, to facilitate the provision of assistance. Federal, State, or local officials should notify a Child Protection Specialist in the HHS Office of Refugee Resettlement (ORR) at **ChildTrafficking@acf.hhs.gov** or call **202.205.4582**. An HHS/ORR Child Protection Specialist will respond to notifications to facilitate eligibility for assistance and provide technical assistance as appropriate.

How do I obtain assistance for a foreign child victim of human trafficking?

To become eligible for federally-funded benefits and services that would not be available to a child without a legal immigration status, a child victim must have an Eligibility Letter or an Interim Assistance Letter from HHS/ORR. An individual may request these letters from HHS/ORR on behalf of a child when credible information indicates the child may be a victim of trafficking. Submission of a *Request for Assistance for Child Victims of Human Trafficking* form can facilitate a determination of the child's eligibility for assistance. Obtain a form at **www.acf.hhs.gov/trafficking**. Submit requests by e-mail to **ChildTrafficking@acf.hhs.gov** or by fax to 202.401.5487. An HHS/ORR Child Protection Specialist will respond to requests and may be reached by phone at **202.205.4582**.

HHS/ORR issues an Eligibility Letter to assist a foreign child trafficking victim to become eligible for benefits and services without regard to the child's immigration status. HHS/ORR issues an Interim Assistance Letter to a foreign child *who may have been* subjected to trafficking to make the child eligible to receive benefits and services for a 90-day period. After issuing an Interim Assistance Letter, HHS/ORR will consult with the U.S. Departments of Justice and Homeland Security, and nongovernmental organizations with expertise in trafficking before determining the child's continued eligibility as a victim of trafficking. **Children are not required to cooperate with law enforcement or to have been granted Continued Presence or**

a T nonimmigrant visa by the U.S. Department of Homeland Security to receive assistance.

Who provides care for unaccompanied or separated child victims of trafficking?

A child victim of trafficking with an Eligibility Letter who has no available parent or legal guardian in the United States is eligible for ORR's **Unaccompanied Refugee Minors (URM) program**. Children are placed in licensed foster homes or other care settings according to individual needs. An appropriate court awards legal responsibility to the State, county, or private agency providing services, to act in place of the child's unavailable parents. Children in the URM program receive the full range of services available to other foster children in the State, as well as special services to help them adapt to life in the United States and recover from their trafficking experience. Safe reunification with parents or other appropriate relatives is encouraged. To access the URM program for a child victim of trafficking, call an HHS/ORR Child Protection Specialist at 202.205.4582.

What assistance is available to child victims of human trafficking?

Victims of trafficking who meet State eligibility requirements may access medical screenings, Temporary Assistance for Needy Families (TANF), Medicaid, State Children's Health Insurance Programs (CHIP), Substance Abuse and Mental Health Services Administration (SAMHSA) Programs, Supplemental Nutrition Assistance Program (SNAP), Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), and public housing programs.

Reading 5

FACT SHEET: VICTIM ASSISTANCE

Human trafficking¹ is a modern-day form of slavery. Human trafficking is tied with arms as the second largest criminal industry in the world today – after drug dealing – and is the fastest growing.

Victims of human trafficking in the U.S. who are non-U.S. citizens are eligible to receive a special visa and other benefits and services through the Trafficking Victims Protection Act of 2000 (TVPA). Victims who are U.S. citizens may already be eligible to receive many of these benefits. These benefits and services include access to social service programs and immigration assistance needed to help victims safely and securely rebuild their lives in the United States.

Assistance Available to Victims of Human Trafficking

Adult victims of human trafficking (age 18 and over) who are certified by the U.S. Department of Health and Human Services (HHS) can receive federally funded services and benefits to the same extent as refugees. To receive certification, an individual must:

- Be a victim of human trafficking as defined by the TVPA;
- Be willing to assist with the investigation and prosecution of traffickers; and
- Have completed a bona fide application for a T visa; **or**
- Have received Continued Presence status from the U.S. Department of Homeland Security

Child victims of human trafficking (under age 18) are immediately eligible for benefits – they do not need to apply for a T visa or get Continued Presence status. For such victims, HHS issues – once it has received proof that the child is a victim of trafficking – a “letter of eligibility.” The victim or the victim’s advocate may then present the letter to social service providers as proof of eligibility. Certified and eligible victims of human trafficking can receive benefits and services necessary for the safety and protection of their lives including:

- | | |
|---------------------------------|-------------------------------------|
| • Housing or shelter assistance | • English language training |
| • Food assistance | • Health care assistance |
| • Income assistance | • Mental health services |
| • Employment assistance | • Assistance for victims of torture |

See the reverse side for a list of some specific benefits available to certified-adult and eligible child victims of human trafficking.

Immigration Status

The TVPA signified a shift in the immigration law policy, which previously treated victims of human trafficking as illegal aliens subject to deportation. It established the T visa to give victims of human trafficking temporary status in the United States. The Act recognizes that returning victims to their country of origin is often not in the best interests of victims and that victims need the opportunity to rebuild their lives without facing the threat of deportation.

After three years, a T visa recipient can apply for permanent residence status. In certain situations, it enables victims of human trafficking to get T visas for family member.

FACT SHEET:

TRAFFICKING VICTIMS PROTECTION ACT OF 2000

In October 2000, the Trafficking Victims Protection Act of 2000 (TVPA) (Public Law 106-386) was enacted. Prior to that, no comprehensive Federal law existed to protect victims of trafficking or to prosecute their traffickers.

Human trafficking is increasingly committed by organized, sophisticated criminal groups, and is the fastest growing source of profits for organized criminal enterprises worldwide. Profits from the trafficking industry contribute to the expansion of organized crime in the U.S. and worldwide.

TVPA Goals

- Prevent human trafficking overseas
- Protect victims and help them rebuild their lives in the U.S. with Federal and state support
- Prosecute traffickers of persons under stiff Federal penalties

Prevention, Protection and Prosecution

The law is comprehensive in addressing the various ways of combating trafficking, including prevention, protection and prosecution. The **prevention** measures include the authorization of educational and public awareness programs.

Protection and assistance for victims of trafficking under the law include making housing, educational, health care, job training and other Federally-funded social service programs available to assist victims in rebuilding their lives. The law also established the **T visa**, which allows victims of trafficking to become temporary residents of the U.S. The TVPA authorizes up to 5,000 victims of trafficking each year to receive permanent residence status after three years from issuance of their temporary residency visas. The T visa signifies a shift in the immigration law policy,

which previously resulted in many victims being deported as illegal aliens. The law also makes victims of trafficking eligible for the Witness Protection Program.

The law makes victims of trafficking eligible for benefits and services under Federal or state programs once they become certified by the U.S. Department of Health and Human Services (HHS). Adult trafficking victims must be certified as a pre-condition for their eligibility for benefits and services. Once certified, they will be eligible to apply for benefits and services under any Federal or state funded programs, to the same extent as refugees including refugee cash, medical assistance and social services. Victims under the age of 18 do not need to be certified. HHS issues these victims letters of eligibility so that providers know these victims are eligible for services and benefits.

Victims of human trafficking who are non-U.S. citizens are eligible to receive **benefits and services** through the TVPA to the same extent as refugees. Victims who are U.S. citizens do not need to be **certified** by HHS to receive benefits; as U.S. citizens, they are eligible for many benefits.

The TVPA also created new law enforcement tools to strengthen the prosecution and punishment of traffickers, making human trafficking a Federal crime with severe penalties.

For example, if a trafficking crime results in death or if the crime includes kidnapping, an attempted kidnapping, aggravated sexual abuse, attempted aggravated sexual abuse, or an attempt to kill, the trafficker could be sentenced to life in prison. Traffickers who exploit children (under the age of 14) using force, fraud or coercion, for the purpose of sex trafficking (a commercial sex act) can be imprisoned for life. If the victim was a child between the age of 14 and 18 and the sex trafficking did not involve force, fraud or coercion, the trafficker could receive up to 20 years in prison.

Moreover, the law addresses the subtle means of coercion used by traffickers to bind their victims in to servitude, including: psychological coercion, trickery, and the seizure of documents, activities which were difficult to prosecute under preexisting involuntary servitude statutes and case law.

Trafficking Victims Protection Reauthorization Act of 2003

In 2003, the Bush Administration authorized more than \$200 million to combat human trafficking through the Trafficking Victims Protection Reauthorization Act of 2003 (TVPRA). TVPRA renews the U.S. government's commitment to identify and assist victims exploited through labor and sex trafficking in the United States.

The TVPRA provides resources and initiatives to assist the 18,000 - 20,000 victims of human trafficking who are trafficked into the United States every year. It augments the legal tools which can be used against traffickers by empowering victims to bring Federal civil suits against traffickers for actual and punitive damages, and by including sex trafficking and forced labor as offenses under the Racketeering

Influenced and Corrupt Organization statute. It also encourages the nation's 21,000 state and local law enforcement agencies to participate in the detection and investigation of human trafficking cases. The U.S. Department of Health and Human Services has a significant role in implementing the law's victim-centered, compassionate approach to finding and aiding the victims of this modern-day slave trade.

Teaching with Videos and Music

Unfortunately most of students today often rely heavily on movies, television shows, YouTube and music as their primary educational resources away from school. Although this may be difficult for educators to come to terms with, it is a reality of the times and students we are educating. Since there is no escaping the profound influence the mass media has on students, it is in the best interest of teacher to periodically implement these types of educational tools into their units and lesson.

Accessing and implementing different types of videos that correlate with the history curriculum is an essential pedagogical method. Using the Internet as a primary resource, teachers may access a copious array of media sources that correlate with world and American history curriculums. Searching the web, teachers will discover investigative news reports, speeches from past and present prominent players of history, documentaries, and popular culture movies and music that possess some form of social commentary.

Locating and utilizing such sources will help to revolutionize history classes. Every aspect of history that is invigorating to the teacher will be the same for the students when teachers periodically utilize media resources pertaining to a topic of study. Teachers will discover students immersing themselves in the past, which will ultimately result in an enhanced understanding of essential content.

Teaching with Videos and Music

As a result of modern-day slavery being a contemporary crime on humanity, there is a substantial amount of quality videos pertaining to modern-day slavery and human trafficking. Below are a list of investigative news videos, speeches, informative videos and popular culture movies that are essential when teaching modern-day slavery and human trafficking.

Recommended Modern-day Slavery and Human Trafficking Videos

Introduction to Modern Slavery

“As long as one of us is enslaved them none of us are free”

This quote is the impetus behind the Free the Slaves movement and the production of this excellent video. Presented by Free the Slaves, a modern-day international slavery abolitionist organization, this video does an outstanding job depicting virtually every aspect indicative of modern-day slavery and human trafficking. This video accurately displays the ubiquity of slavery in our modern world and the impact of its horrors. Interviews with former adult and children slaves connect student viewers to the video and its intention of educating individuals on this modern crime.

<http://www.freetheslaves.net/Page.aspx?pid=348>

Teaching with Videos and Music

YouTube slavery video link

This mixture of video clips and pictures along with informative modern-day slavery factual information makes this a great video to use by teachers. Concise in its presentation at just under five minutes, this video is intended to introduce its views to the horrors of slavery plaguing our contemporary world. Utilizing domestic and international statistics and gut wrenching footage, this video is a great resource for teachers to enhance student understanding of modern-day slavery.

<http://www.youtube.com/watch?v=HRwaM9lCRrM>

This brief video focuses on child slavery. It presents the cause and impact of child slavery, while suggesting measures to halt this dreadful crime.

<http://www.youtube.com/watch?v=pOr6jViUhMc&feature=related>

This video is an interview with President Obama on C-Span during his 2008 presidential campaign. President Obama states the measures his administration will take to fight this crime on humanity.

<http://www.youtube.com/watch?v=eQr00L81lL0&feature=related>

This is a concise, yet riveting movie on sex trafficking. Stating that this sex slave could be your daughter, sister or best friend hooks the viewer.

<http://www.youtube.com/watch?v=Pr4xnWa1R2M>

Teaching with Videos and Music

The beginning of the video detailed below says it all. This riveting ABC investigative report on modern-day slavery confirms the ease in which one may purchase a slave in our contemporary world. In addition, Haiti's close proximity to the United States and the relatively little time and money it takes to complete this process is startling. This three part report will captivate students and garner an undeniable student connection to modern-day slavery.

ABC News Investigating Reporting

ABC News Reports

Introduction of the ABC News Report

This deeply unsettling experiment starts on a typical Monday morning on Manhattan's leafy Upper West Side, where commuters stroll by Starbucks and Central Park.

At 7:10 a.m., they are off to see how long it takes to buy a child slave.

It's 45 minutes to Kennedy Airport and an hour or so wait in the terminal, then a 3½-hour flight to Port-au-Prince, Haiti.

A band greets the flight.

By the time they have collected their luggage, gone through immigration and customs, and are loaded into our vehicles, it's about 3:15 p.m.

As they leave the airport, two things become immediately apparent: Port-au-Prince is an amazing, vivid place, and it's also extremely poor. The U.S. State Department warns Americans against visiting here. United Nations peacekeepers patrol the roads while they drive with our own security team: two armed Haitian men in SUVs.

Three part Video

<http://abcnews.go.com/Nightline/buy-child-10-hours/story?id=5326508>

Teaching with Videos and Music

This a Speech by modern-day slave author and abolitionist E. Benjamin Skinner.

This video is of a 2009 speech given by modern-day slave author and abolitionist E. Benjamin Skinner. Skinner recounts his experiment of going to Haiti in attempt to buy a person. He speaks in first person of his account and his dialogue with a Haitian trafficker.

<http://janera.com/2009/09/30/a-conversation-with-benjamin-skinner/>

This is another quality video involving E. Benjamin Skinner. This is three minute interview with Skinner addresses the definition of modern-day slavery, the account of his experiment to purchase a slave in Haiti, and the primary culprits of the slavery crime.

<http://worldfocus.org/blog/2009/06/16/global-economic-crisis-pushes-human-trafficking/5828/>

Teaching with Videos and Music

Multi Media Resource Graphic Organizer

Analysis worksheet for informative videos, documentaries, speeches and interviews etc.

1.) Pre-viewing/Listening Pertinent Background Information													
<p>What is the date of the recording?</p> <p>Where was this recording made?</p> <p>What is the title of the source?</p> <p>Whose voice(s) will you hear in this media source?</p>													
2.) Listening													
<p>Predetermination: What do you think you will see and hear from this source?</p> <p>List three concepts or ideas you might expect to see addressed based on the title of the source or the origin of the source. What type of people might you see or hear about based on the title of the Source</p>													
<table border="1"><thead><tr><th>People</th></tr></thead><tbody><tr><td>1.</td></tr><tr><td>2.</td></tr><tr><td>3.</td></tr><tr><td>4.</td></tr><tr><td>5.</td></tr></tbody></table>	People	1.	2.	3.	4.	5.	<table border="1"><thead><tr><th>Concepts/Ideas</th></tr></thead><tbody><tr><td>1.</td></tr><tr><td>2.</td></tr><tr><td>3.</td></tr><tr><td>4.</td></tr><tr><td>5.</td></tr></tbody></table>	Concepts/Ideas	1.	2.	3.	4.	5.
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Concepts/Ideas													
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Type of Source

- ☐ Policy Speech
- ☐ Congressional Testimony
- ☐ News Report
- ☐ Interview
- ☐ Press Conference
- ☐ Panel Discussion
- ☐ Campaign Speech
- ☐ Other

- ☐ Animated Cartoon
- ☐ Documentary Film
- ☐ Newsreel
- ☐ Propaganda Film
- ☐ Informative Video
- ☐ Training Film
- ☐ Combat Film
- ☐ Other

Physical Characteristics of the media source

- ☐ Music
- ☐ Narrated
- ☐ Live action
- ☐ Background sounds
- ☐ Special effects
- ☐ Dramatization
- ☐ Color

Interpretation

Note how camera angles, lighting, music, narration and/or edition contribute to creating the atmosphere of the source? What is the mood or tone of the media source?

3.) Post Viewing

What is the central Message of the media source?

List three things you found in the media source that you thought were important

1. _____
2. _____
3. _____

Why do you think this source was made for the audience?

What evidence in the source helps you to know why it was made?

Consider the effectiveness of the media source in communicating its message. As a tool of informative communication, what are its strengths and weaknesses?

How did the creator of the media source want the audience to respond?

Does the media source appeal to the viewer's reason or emotion? How does it make you feel?

List two things this media source tells about life in the United States and around the world

Within the USA

1)

2)

Around the World

1.)

2.)

List two things this media source tells about life in the United States and around the world

Write a question to the writer or broadcaster that is left unanswered by this media source?

What information do you gain from this event that would not be conveyed by written transcript? (Be specific)

Teaching Modern Day Slavery through Popular Culture Videos:

Links to history through popular culture are more evident than one would suspect. Television shows such as the *Simpsons* and *Family Guy* and movies, such as *Schindler's List* and *Forest Gump* attempt to present the writers interpretation of past events to mainstream audiences. Exposing students to forms of pop culture that correlate directly to historical events studied in class will help to validate relevance of what students are required to comprehend. Therefore students will make meaningful connections to history. These lesson enrichment activities will ultimately engage students in the learning process and meet the needs of all students, while simultaneously improving the analytical skills of students as they attempt to determine the accuracy or sensationalism of the writer or director's interpretation past events.

Modern-day Slavery Popular Culture Movies:

1. *Slumdog Millionaire*
2. *Blood Diamond*
3. *Traffic*

Modern-day Slavery Popular Culture Music:

Radio Head's *All I Need*

British band Radio Head's, *All I Need* video helps to raise the awareness of child slavery. Through a split screen, this video shows the differences among a day in the life of a child slave in India and child in the western world who is free.

Directions:

As you listen and watch Radio Head's, *All I Need* video, analyze the lyrics, and video scenes displayed and complete the graphic organizer. Be prepared to share answers and participate in a group discussion regarding *All I Need*.

YouTube Video

http://www.youtube.com/watch?v=rHv7fZdAHJY&feature=player_embedded

Lyrics: *All I Need*

I'm the next act

Waiting in the wings

I'm an animal

Trapped in your hot car

I am all the days

That you choose to ignore

You are all I need

You are all I need

I'm in the middle of your picture

Lying in the reeds

I'm a moth

Who just wants to share your light

I'm just an insect

Trying to get out of the night

Modern-day Slavery Popular Culture Music:

I only stick with you
Because there are no others

You are all I need
You're all I need
I'm in the middle your picture
Lying in the reeds

It's all wrong
It's all right
It's all wrong

Modern-day Slavery Popular Culture Music:

Directions:

Note the distinct differences between the two children portrayed in the video. Attempt to note any metaphors within the lyrics and video scenes. For homework, you will write a short song, poem, or create a picture depicting child slavery and help to raise awareness of this modern crime.

American Child	Enslaved Indian Child
<p>Explain the underlying message Radio Head was attempting to convey through this song and video. Is this an effective outlet to raise awareness of child slavery?</p>	

Conclusion

Every morning individuals awake from their resting places aspiring to achieve their dreams. But for those who are currently enslaved, some twenty plus million, these dreams are denied. Subjugated by the shackles of slavery, these individuals are exploited as sex slaves, domestic servants and child laborers. This modern-day crime on humanity needs to be exposed and brought to the forefront of our global community. Immediate measures must be taken by all to eradicate such evils.

The manner in which teachers educate their students will profoundly impact a student's interaction with history and their reaction to matters such as modern-day slavery and human trafficking. Teachers who formulate and implement student centered lesson activities will not only improve student comprehension, but serve as the impetus behind the development of informed citizens who strive to create a more civilized global community. Although teachers and students are assessed by standardized test scores, it is important to remember that sole purpose of education is to equip our future leaders with the necessary skills, insight and desire to foster change and improve the lives of humanity.

This document helps achieve both objectives. Through a historiography of slavery and original research of modern-day slavery and human trafficking, individuals are informed of slavery's lineage and the current human trafficking phenomenon plaguing global stability. In addition, this resource will provide all teachers with the tools to create and implement student-centered learning activities into their learning environments, thus producing informed and active global citizens.

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